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ABSTRACT

This study analyzed the development of the University of California at Santa Barbara (UCSB) to see how resources, "investment on the margin," and environmental forces have changed the institution from a "domestic" to a "wild" institution. "Wild" and "domestic" are ways of conceptualizing the relationship between the organization and its relevant environment. Domestic organizations are guaranteed their resources and do not compete with other organizations while wild organizations, like private businesses, must compete for resources and their existence is not guaranteed. "Investment on the margin" is defined as the tendency for institutions to devote time and energy to expanding income sources (as opposed to static or shrinking sources). For the period 1967 to 1993 the analysis found a change in the basic configuration of UCSB's subsystems reflected in a shift in internal resource allocations from instruction and service to research and sales. This indicated a change in the relative value the campus placed on the core technologies of instruction, service, research, and sales. In addition, as a result of investment on the margin, historical forces, and the desire to gain legitimacy in the eyes of its suprasystem, the organization changed into a "wild" organization. Appendices contain a methodology discussion, tables, and figures. (Contains 36 references.) (JB)

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The University of California, Santa Barbara as a Wild Organization: Politics, Budgeting, and Investment on the Margin

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Introduction

All organization is the mobilization of bias toward action (Schattschneider, 1975). Historically, the American university's organizational bias has shifted between three functions: Instruction, Research, and Service. (The "sales" function has emerged in recent times). We will begin this paper by illustrating how historical forces led to changes in the relative value of these three functions in one university, specifically to an increased value for the research function.

We will then explicate how an "Investment on the Margin Strategy" by the University in the direction of its dominant research bias led to a change in the basic nature of the organization. The organization changed from a "Domestic" to a "Wild" organization. The theme that underlies the story of this higher education organization is one of continuous growth, expansion and change.

We will then show what the implications of this shift are for five major (5) subsystems of the University:

1. Academic Personnel
2. Students
3. Professional Researchers and Organized Research Units
4. Auxiliary Enterprises
5. Services:
    a. Student
    b. Public

Each of these subsystems performed a different configuration of functions and each invested on different margins. Finally we will present implications for the governance of this educational organization.

Empirical data for this case study were drawn from the University of California, Santa Barbara (UCSB), one campus of the University of California (UC) system. This university was

selected because it represents one instance of the national movement away from teacher training schools with their public service function, to a liberal arts college with its instructional function, to a major university with its research function. This case is also unique in its own right. That is "each college campus is a small lens through which is refracted the nation's moods and larger experiences. Each institution has, as well, its special personality, so that its course of development is interesting in it own terms" (Kelley, 1981, p. viii).

Technological Functions

All American Universities are involved in one or more of the following four (4) functions: 1.) Instruction; 2.) Research; 3.) Service; and 4.) Sales to some degree. Each of these functions represents a different core technology[1] (Parsons, 1951; Thompson, 1967) and operates within a particular ideological framework.[2] In addition, each core technology tends to be funded from

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[1] The major technical activity and function of an organization is conceptualized by Thompson (1967) as the core technology. Drawing from Parsons (1960), Thompson defines core technology as follows:

> In this view, every formal organization contains a suborganization whose "problems" are focused around effective performance of the technical function - the conduct of classes by teachers, the processing of income tax returns and the handling of recalcitrants by the bureau, the processing of material and supervision of these operations in the case of physical production. The primary exigencies to which the technical suborganization is oriented are those imposed by the nature of the technical task, such as the materials which must be processed and the kinds of cooperation of different people required to get the job done effectively. (Thompson, 1967, p. 10)

The concept of core technology was used in this study to distinguish between four fundamentally different tasks that took place in this organization: teaching, research, service and sales.

[2] An ideological framework is defined as a cognitive and affective construction of how things are and how they should be (Beyer, 1981; Cibulka, 1987; Greenfield, 1979; Mitchell, 1980; Parsons, 1951).

different and distinct sources. That is, each area mobilizes resources on a different margin (Porter, Warner, & Porter, 1973). Hence the relevant environment and reference group each interacts with, as well as the nature of their respective transactions, tend to be different.

The following historical overview illustrates how environmental forces led to changes in the relative value of these four core technologies. We assume that one cannot understand the current nature of an organization without understanding how the organization has been shaped over time (Perrow, 1972). Or to quote John Chapman, "We must never expect to find in a dogma the explanation of the system which props it up. That explanation must be sought in its history" (Smith, 1990).

History

The organization that was to become the 19,000 student, 408 acre University of California, Santa Barbara (UCSB) originated in 1891 in downtown Santa Barbara as the Anna S.C. Blake Training School for women. "It was founded by Miss Anna S. C. Blake as a manual training school specializing in the teaching of cooking, sewing, and sloyd (manual training)" (Stadtman, 1970, p. 341). The primary function of the school in its earliest years was providing this public service of manual training to the women of Santa Barbara.

Eight years later, in 1899, Miss Blake donated the school to the City of Santa Barbara and the Santa Barbara School System. Teacher training in the manual arts was added to the program and the school was renamed the Santa Barbara Manual Training Normal School (UCSB, Graduate School of Education Announcement, 1967-68, p. 8; Stadtman, 1970, p. 341). It was at

this point in its history that the public service function of teacher training was added to the curriculum.

The early years of the 1900's brought a number of changes and developments. In 1909, the Governor of California signed a bill creating the Santa Barbara State Normal School of Manual Arts and Home Economics. The school became "a 2-year institution for juniors and seniors which [trained] teachers of manual arts and home economics in the new [progressive] techniques" (Kelley, 1981, p. 1) of the day. It was "the first institution in the United States exclusively devoted to teacher training in manual arts and home economics" (UC, GSE Announcement, 1967-68, p.8). The first male student was enrolled in 1911. In 1913 the school moved from downtown Santa Barbara to the Riviera Campus near the Santa Barbara Mission. Its first distinction was to become the first California Teachers College to be admitted to the American Association of Teachers Colleges.

"In 1917, the school added a program to prepare elementary school teachers and changed its name to Santa Barbara State Normal School" (GSE Announcement, 1975-76, p.7). The next year, Stanford educated Clarence L. Phelps assumed leadership of the school (a position he would hold for the next 28 years). In 1919 legislation was passed which transformed the institution into a general normal school. That is, "it could train teachers for any post as an elementary teacher." (Kelley, 1981, p. 2). The public service function of training teachers for the community of Santa Barbara continued to expand in importance.

The early 1920s witnessed changes at the state level that would impact the institution. In 1922, California teachers colleges initiated a four-year general education program. Shortly

thereafter, "in 1927 the...College began conferring the Bachelors of Arts degree" (GSE Announcement, 1967-68, p.8).

The 30's were a time of more changes. A campus on the Santa Barbara Mesa was acquired in 1932 to provide room for expansion. "In 1935 the legislature dropped the word teachers from the names of California state teachers' colleges and authorized those institutions to award bachelors degrees in fields other than education" (Stadtman, 1970, p. 341). At this point, the educational program of the school expanded rapidly and the name of the school was changed to Santa Barbara State College (SBSC). The school's curricula assumed a comprehensive character and it enrolled "an increasing number of students who did not intend to become teachers" (GSE Announcement, 1967-68, p.8). It is in the 1930s that we see the introduction of the liberal arts college idea, with its instructional function extending beyond the training of teachers. Ironically, while this instructional function was still in its incipient stages, the stirrings of a movement towards a research function were beginning to be felt.

The Santa Barbara County Chamber of Commerce became interested in a plan to have SBSC join the University of California (UC) "as early as 1935" (Stadtman, p. 342). The important political figures in this process were: Thomas M Storke, Santa Barbara New Press Publisher; Alfred W. "Bobby" Robertson, Santa Barbara Assemblyman; Clarence Ward, State Senator; and Miss Pearl Chase. Legislative efforts to integrate SBSC into the University of California began in earnest in 1939. Assembly Bill 861 was introduced which authorized branches of the University of California at Santa Barbara and Fresno. "In April, 1943, legislation to transfer the college to the University was approved by the Senate Education Committee, but President Phelps sought to head it off with public protest before it reached the floor [of the Senate]. He

predicted that the transfer would 'bring utter ruin' to his college because its course of instruction would be changed and its drawing power would suffer" (Stadtman, 1970, p. 343).

"On June 8, 1943, a bill abolishing Santa Barbara State College and providing for the creation....of a branch of the University of California, won passage through the legislature and was signed by the governor" (Kelley, 1981, p. 5). At this time, UC President Robert G. Sproul urged the UC Regents to "make clear that they do not propose to establish another complete University comparable to those now at Berkeley and Los Angeles, and that they are not planning a graduate school....The institution should be primarily an undergraduate institution, emphasizing, as it now does, the industrial arts, Home Economics, art, music, and teacher training, but at the same time giving substantial general education" (Stadtman, 1970, p. 345).

Depending on the source, the Regents either "agreed" (Kelley, 1981, p. 6) or were "forced" (Stadtman, 1970, p.340) on October 22, 1943 to accept responsibility for a new campus at Santa Barbara. On July 1, 1944, the Santa Barbara Campus officially became part of the University of California System. SBSC's property was transferred to the UC Regents and college employees were guaranteed "continued employment under the new management" (Stadtman, 1970. p. 344). As a branch of the University of California, the school's name was changed from Santa Barbara State College to the University of California, Santa Barbara College (GSE, Announcement, 1967-68, p. 9, Kelley, p. 6). Phelps remained as the chief administrative officer with his title changed to provost. Two years later, in 1946, Provost Phelps retired as head of the college and was replaced by J. Harold Williams.

The University of California, Santa Barbara College (UCSBC) became the third general campus of the University of California, after Berkeley and UCLA. At this point, UCSBC was

essentially a small liberal arts college with 1,464 students and 95 faculty. It was intended that the college remain small and student oriented. UC President Sproul, speaking in February 1947 stated: "Santa Barbara College,...should be operated by the University as a model state college, with an enriched offering in the area of liberal arts" (Stadtman, pp. 351-353). Although moving toward undergraduate liberal arts instruction, "most students were still involved in teacher training curriculum." (GSE Graduate Council Review, 1980, p.I-1).

The "transfer of Santa Barbara College to the University was part of the larger problem of unification and control of CA's system of Higher Education" (Stadtman, 1970, p. 343). UC President Sproul wrote at the time, "If there is to be unification of higher education in California, it will apparently come, as in the case of the LA Normal School, by the transfer of single institutions to the University." (Stadtman, 1970, p. 344). However, the State Board of Education and the people of California saw things differently. On November 5, 1946, an initiative constitutional amendment backed by the State Board of Education was approved by the people of California. The amendment defined the state colleges as public schools and directed that "no school or college or any other part of the Public School System shall be, directly or indirectly, transferred from the Public School System or placed under the jurisdiction of any authority other than one included within the Public School System." (Stadtman, p. 346). Never again could a state college be transferred to the UC system.

The end of World War II brought a student enrollment boom to higher education as war veterans returned to school with their government educational benefits in hand. This led to a building boom with the UC and the state colleges trying to catch up with enrollment demands. On March 1, 1948 a liaison committee of the UC Regents and the State Board of Education

issued *A Report of a Survey of the Needs of CA in Higher Education*, unofficially known as the Strayer Report. The Strayer Report analyzed the needs of California in the face of rising enrollments in higher education and "favored the idea that the University should, without abandoning lower-division instruction, emphasize work at the upper-division and graduate levels" (Stadtman, 1970, p. 351). The Strayer Report also recommended that "new state colleges be established....and all existing state colleges...be authorized to offer Masters degrees, but the University should continue to have 'exclusive responsibility among public higher institutions, for training the professions, for graduate work on the doctors' level, and for research and scholarly endeavor of the highest type.'" (Stadtman, 1970, p. 351). "The report was approved by both the Board of Regents and the State Board of Education and thus acquired status as a compact guiding the efforts of both bodies as they planned to meet their respective responsibilities in the face of rising enrollments" (Stadtman, 1970, p. 352).

The 50's were also a period of expansion at Santa Barbara. After the war, the Marine Corps Air Station at Goleta Point was being abandoned by the armed forces. "Government regulations provided that if it were used for educational purposes, the property could be obtained free. The Regents took the site late in 1949, and Provost Williams and the faculty began planning its use for a small liberal arts college of superior quality, anticipating an eventual enrollment of between 3000 & 3500 students" (Stadtman, p. 348). Santa Barbara's educational mission was "to build a small, (rigorous) liberal arts college of high degree within the University of California" (Kelley, 1981, p 9). The first classes were held on the new campus in the fall of 1954. With the move to the new campus in Goleta, UCSBC became a residential campus.

One of the defining events in Santa Barbara's history occurred in 1956 when the Santa Barbara faculty joined the Academic Senate. To appreciate the importance of this event, a little background is needed. The University of California, founded in Berkeley in 1869, is unusual among state universities in that it enjoys independent constitutional standing (Article IX, Section 9). The governance system within the UC is one of shared governance between UC administrative officers and the tenure track faculty. The UC Academic Senate represents the faculty in the governance system of the University of California and was delegated control over educational policy by the Board of Regents after the Berkeley revolt of 1919-1920.

Standing Orders of the Regents, which are constitutionally mandated and have the force of law, provided for the organization of the Academic Senate and spelled out the duties, powers, and privileges of the Academic Senate. That is, the Academic Senate "shall determine the conditions for admissions, for certificates, and for degrees..., authorize and supervise all courses and curricula..., determine the membership of the several faculties and councils,...advise a Chancellor concerning a campus budget and...advise the President concerning the University budget" (Standing Orders of the Regents, 105.2). "The Standing Orders of the Board of Regents...delegated directly to the Academic Senate control over educational policy" (Kelley, 1981, p. 18).

The UC Academic Senate was and still is divided into two sections: North and South. In 1955, the southern section of the UC Academic Senate proposed to establish Los Angeles, Riverside, and Santa Barbara divisions in that section. For Santa Barbara faculty this meant that they would be, for the first time, members of the Academic Senate. The northern section approved the membership of Santa Barbara's faculty the following March and The Standing

Orders (of the Regents) were amended accordingly on July 20, 1956 (Stadtman, 1970, pp. 369-360). Santa Barbara's faculty were now part of the University of California Academic Senate.

The reference group for the liberal arts faculty at Santa Barbara College became the higher status research faculty at Berkeley and UCLA. "The model of a research university became ever more attractive, especially since movement in that direction was clearly the only means of gaining a more honored standing within the University of California, the academic community within which, for good or ill, the faculty (now) lived and pursued their careers" (Kelley, 1981, p. 14).

In 1956, when the first permanent buildings were completed on the Goleta Campus, "47% of the students (1,040 of the 2,200 students) were still enrolled in teacher training programs" (GSE, Graduate Council Review, 1980, p.I-1). The public service function of teacher training existed alongside the emerging instructional function of liberal education. Both would soon be overshadowed by the emerging research function.

California immigration, combined with the UC policy of admitting all qualified students who applied to the UC (Stadtman, 1970, p. 400), fueled a second wave of increased enrollment in the second half of the 1950s (Stadtman, 1970, p. 350). The scope and function of existing campuses had to be re-evaluated, and more new buildings constructed. The UC underwent another period of expansion financed by a diverse source of funds, "including federal funds, gifts, student fees, and state appropriations. The generosity of the legislature during this time of upbuilding was a vital factor" (Stadtman, 1970, p. 421). The UC administration was forced by the growing demands for educational opportunities, as well as political considerations, to re-evaluate the use of its existing campuses.

In the fall of 1958 Santa Barbara was designated as a general campus of the University of California system by the University of California Regents "and charged with developing the full range of academic offerings form the bachelor's degree to the doctorate" (Kelley, 1981, p. ix). The role of the Santa Barbara campus was completely recast by the Regents. They declared it a general campus envisioned to "include graduate research and professional training programs" (GSE, Graduate Council Review, 1980, p.I-1) and "raised its enrollment target from 3,500 to 10,000 students" (Stadtman, 1970, p. 402).

"The undergraduate work stressing liberal education (formerly the primary mission of the campus) would be maintained, the Regents decided, but it would be supplemented by a strong graduate program emphasizing research and professional training" (Stadtman, 1970, p. 402). It was at this point in its history that the institution's "name was changed to University of California, Santa Barbara" (GSE, Announcement, 1967-68, p.9). The chief campus officer would now be chancellor instead of provost. (Stadtman, 1970, p. 402)

"(S)ome faculty members were disappointed that the original plans to develop the campus into a small, first rate liberal and applied arts institution were abandoned. Others were chagrined because Santa Barbara's famous industrial arts program, the oldest part of its academic heritage, was....discontinued (Stadtman, 1970, p. 402). "The core curriculum was reexamined and the first step away from a rigorous liberal arts focus was taken in, 1958, by making it considerably smaller and more flexible (Kelley, 1981, p. 14). "UCSB's goal from 1958 onward was to become, in the fashion if not in the particular form of the Berkeley campus, a distinguished research university" (Kelley, 1981, p. ix.).

UCSB's first Chancellor, Samuel B. Gould, arrived at Santa Barbara in the fall of 1959 to a residential campus of 2,830 students. That year, full UC entrance requirements were implemented. During Gould's three year tenure: UCSB organized it departments of instruction into a College of Letters and Science; its first two professional schools, Education and Engineering, were authorized by the Regents; and a Graduate Division was established.

In the 1960s, California's population growth and the accompanying enrollment pressures continued. In July 1962, Vernon I. Cheadle, a botanist from Davis, replaced Gould as UCSB Chancellor. Under Cheadle's stewardship the Santa Barbara campus entered a period of extensive growth. "(D)espite the fact that existing facilities and teaching staff were strained beyond normal capacity, all qualified students who wished to attend the campus, including some who were redirected from campuses that had reached capacity, were accepted. To accommodate the resulting enrollment increase, an accelerated building and development program was undertaken" (Stadtman, 1970, p. 403). "Chancellor Cheadle's policy of accepting all students redirected from other UC campuses unable to take them....helped increase the surging (student) enrollments out of which state funds and new buildings were acquired, creating the critical mass in campus resources necessary to support a viable general campus" (Kelley, 1981 p. 29).

Between 1962 and 1967, total student enrollment increased from 4,780 to 10,833 (Kelley, 1981, p. 23), graduate student enrollment increased from 249 to 1500 (Stadtman, 1970, p. 403) and ladder rank faculty increased from 249 to 706 (Kelley, 1981, p. 23). "Graduate offerings increased from 18 masters and 5 doctoral programs...to 32 masters and 23 doctoral programs..." (Stadtman, 1970, p. 403), while research contracts and grants grew from $500,000 to $4,300,000 (Kelley, 1981). This period also witnessed a growth in programs. Santa Barbara's first organized

research unit (ORU), the Institute of Environmental Stress, opened in 1965. Six other centers were created and proposals for three more were under consideration by 1968 (Stadtman, 1970, p. 403). "During much of these busy five years, from 1962-67, four or five buildings were simultaneously under construction" (Kelley, 1981, p. 24). Phelps Hall, which housed the Graduate School of Education, opened in 1966; and the College of Creative Studies, a unique undergraduate college, opened in 1967.

"In 1965, the University's administrative staff began to review the 1960 growth plan. The planners soon discovered that the estimate of 241,000 students in the year 2000 would be at least 60,000 students short of foreseeable enrollment. To meet this new demand, they recommended that the enrollment limits set for Davis, Santa Barbara, and Riverside be lifted and that all general campuses have enrollments of between 15,000 and 27,500 students,..." (Stadtman, 1970, p. 421). "State-wide University planners, in 1965, were worried over future enrollments.... They resolved to let San Diego, Irvine, Davis and Santa Barbara grow into major university campuses. Santa Barbara was urged to think of an enrollment of 25,000 students in the 1980's" (Kelley, 1981, p. 29). The objective was to build a nationally honored research university at UCSB.

"In March (1965), the chancellors were asked to reply to detailed questions concerning campus-Universitywide relations" (Stadtman, 1970 p. 422). Under the direction of UC President Clark Kerr, greater authority was "delegated from the Board of Regents through the president to the chancellors" (Stadtman, 1970 p. 422) of the individual campuses.

"By the mid 1960s,...a new model of the research professor took form.... It became clear that first class research meant being on the cutting edge of the relevant discipline. National Leadership in the growth of knowledge, rather than simply journeyman contribution, was the new

ideal" (Kelley, 1981, p. 26). A new academic maxim, publish *and* perish, emerged. The quality of work, rather than quantity, became more crucial. Concurrently, the University advanced the argument "that research scholars and scientists, actively alive in and contributing to their fields, made the better teachers..." (Kelley, 1981, p. 27).

A shift in the balance of research and teaching occurred. Increased research was demanded, while teaching loads decreased. "Teaching loads at UCSB drifted downward to resemble those on the major UC campuses. At the same time, the emergence of a graduate student community on the campus provided hundreds of graduate teaching and research assistants" (Kelley, 1981, p. 27). This led to larger classes for undergraduates taught by student assistants or "distant professors" (Kelley, 1981, p. 27).

The University of California, Santa Barbara had become a fundamentally different institution. The university had moved from a training school with a public service function, to a liberal arts college with an instructional function, and now it moved toward becoming a university with a predominantly research function. The organization embraced the dominant bias of the UC. Research became the ideal as well as the central activity, for students and faculty alike.

The central theme of the organization's evolution is one of continuous growth, expansion and change. This historical evolution had set the stage for what was to happen next. We will now look at what happened as UCSB began to move in the direction of its research bias.

Investment on the Margin

We will first explicate how an "investment on the margin strategy" by UCSB in the direction of its dominant research bias led to a change in the nature of the organization. In their

study of local school districts, Porter et al. (1973) found that educational organizations "actively mobilize funds from their many income sources and will concentrate their efforts at any one time on the most productive sources available" (p. 6). That is, they mobilize their efforts to "concentrate on sources which will be the most productive 'on the margin' - i.e., they marginally mobilize by devoting most of their time to those income sources which will yield the highest return for their current efforts (p. 9)."

Like the local school districts in the Porter, et. al. study, UCSB chose to mobilize on the margin where it perceived it would receive the greatest return for its investment. That is, the organization devoted more of its attention to income sources which were growing (Tuition, Federal & Private funding, and Auxiliary Services) and less of its attention to income sources which were static or shrinking (State Appropriations). This is not to imply that State funding became insignificant, simply that its relative importance diminished.

This organization invested in the direction of its dominant bias which was set up by the historical forces explicated earlier. The organization's investment in the direction of its emerging research bias led to a return on this investment and moved the organization in the direction of this margin. In this sense, the strategy acted as a motor and led the way to the increased importance of research as an income generating function and increased the organization's dependence on federal and private grants and contracts. In other words, organizational bias in interaction with environmental constraints and opportunities moved the system. In the process, the fundamental nature of the organization-environment transactions changed. The resources that grew in importance had to be increasingly competitively won and as a result, the organization moved toward "wildness".

Wild & Domestic

Carlson (1964) used the metaphors of "wild" and "domestic" as a way of conceptualizing the relationship between the organization and its relevant environment. These metaphors are useful as an "analysis tactic" (Miles and Huberman, 1994, p. 250) in framing "the extent to which the relationship contains the element of selectivity on the part of the members of the relationship" (Carlson, 1964, p. 264). For example, some organizations select their resources and some do not. On the other side, some entities must (in the legal sense) contribute resources to an organization and others can select whether to contribute or not. Carlson put the variables of selectivity on the part of the organization and on the part of the environment together in a 2 x 2 matrix to identify four types of relationships. This is illustrated in Figure 1 below.

Environmental Selectivity whether to provide resources			
		Yes	No
Organizational Selectivity of Resources	Yes	Type I - Wild Private Business	Type II.
	No	Type III.	Type IV - Domestic Public Schools Prisons

- Figure 1 -

We are concerned here with the difference between Type I - "wild" and Type IV - "domestic" organizations, the "extreme ideal types of the typology" (Carlson, 1964, p. 266).

Domestic organizations, like public schools and prisons, are guaranteed their resources. They do not compete with other organizations for resources. There is little struggle for survival as their existence is guaranteed. "Though this type of organization does compete in a restricted area for funds, funds are not closely tied to quality of performance" (Carlson, 1964, p. 266). On the other hand, wild organizations, like most private businesses, have to compete for their resources. They must struggle for survival and their existence is not guaranteed. "Support...is closely tied to quality of performance and a steady flow of (resources) is not assured" (Carlson, 1964, p. 267).

UCSB had one source of guaranteed resources - State Government Appropriations. That is, the State of California is required by law to provide resources to the University based on a student- faculty ratio that is set by the legislature (See Appendix A for more a more detailed account). On the other hand, the UCSB budget office records six categories of resources that must be competitively won (See Appendix B, Table B-1). These include: 1.) tuition and fees from students; 2.) contracts and grants from the federal government; 3.) contracts and grants from the local government; 4.) private gifts, grants and contracts; 5.) sales and services of educational activities; and 6.) sales and services of auxiliary enterprises. The percentage of its resources that UCSB derived from these guaranteed and competitively won sources for the years 1967 through 1993 is illustrated in Table 1. Figure 2 provides a graphic comparison of guaranteed and competitive totals for these same years.

- Insert Figure 2 -

As illustrated in Figure 2, a significant change in the resource mobilization pattern of UCSB occurred between 1967 and 1993. In the 1967-68 academic year more than 60% of the institution's resources were guaranteed, while less than 40% were competitively won. By the 1992-93 academic year, the organization's resource mobilization pattern had reversed. Approximately 60% of the institution's resources were competitively won, while only 40% were guaranteed.

UCSB had moved toward being a wild rather than a domesticated system. Its reliance upon guaranteed resources from the state had declined while funding which was solicited and competitively won increased. UCSB had transitioned to a different character. The organization was a fundamentally different type of organization than it was 25 years before. This change occurred as environment influences interacted with internal value shifts and an "investment on the margin" (Porter, Warner & Warner, 1973) strategy by the institution. As a result, UCSB increased its need to compete for its resources and moved toward being a wild system.

Overview of UCSB's Resource Sources

There were four (4) resource sources that exhibited a notable change between 1967-68 and 1992-93 (Refer to Appendix A for an explanation of each resource source). These were the percentage of its resources that UCSB received from the State, the Federal Government, Private Gifts and Contracts, Auxiliary Enterprises, and Tuition (See Appendix B, Table B-2 & Figure B-1).

The percentage of its resources that UCSB received from the State declined by 21.2% during this 25 year period. This decline in the percentage of State funding received by UCSB was

offset by increases of 9.3%, 5.2%, 3.2%, and 2.5% in Tuition, Auxiliary Enterprises, Federal Funding, Private Gifts and Contracts, respectively. The greatest increase occurred in the percentage of resources the institution derived from student fees and tuition, an increase of 9.3%. This increase was followed by Auxiliary Enterprises at 5.2%. Finally, if we combine the competitively won resources of Federal and Private Gifts and Contracts we see a total increase of 5.7%.

What is significant about these changes are the shifts in the margins on which UCSB became dependent for its resources. The margins that increased were where resources must be solicited and competitively won. In addition (as will be explicated in the next section), the margins that increased were associated with the core technologies of research and sales. The margin that decreased was associated with the core technology of instruction. The implications of this shift toward "wildness" become clearer at the subsystem level. It is to this level of analysis that we now move.

Implications for the Organization's Major Subsystems

The following discussion examines what this transition to a "wild" research institution means for UCSB as an organization. We will do this by examining the implications of this shift for five of the organization's major subsystems:

1.) Academic Personnel
2). Students
3.) Professional Researchers (Organized Research Units)
4.) Auxiliary Enterprises, and
5.) Service Units - Student and Public.

Beginning with academic personnel and students, we will examine each group in turn. We will discuss the implications for the relative dominance of the University's four technological functions as a consequence of shifts in resource allocations in each constituent group. Finally, we will turn our attention to implications for governance of the organization.

Academic Personnel and Students

Academic faculty and staff reside in the various schools and academic departments of UCSB. The primary functions of this group are to provide instruction to students and produce research. In each of the academic years 1967-68 to 1992-93, UCSB consistently allocated more dollars for academic faculty and staff through its "Instruction and Research" (I & R) budget. The only exceptions to this were decreases in the early 1980s and 1990s which reflected the passage of Proposition 13 and the State's budget crisis, respectively. The passage of Proposition 13 resulted in decreased state dollars for higher education and state funding decreased again due to the State's budget shortfall in the early 1990s. This illustrates the organization's vulnerability to this margin and environmental constraints (See Appendix B, Figure B-2).

The resources for Academic faculty and staff came largely from one source: State Government Appropriations. State funds were provided to the institution based on student enrollment (See Appendix A). During these same years the number of students who attended UCSB increased (See Appendix B, Figure B-3). In 1967-68 the Student FTE Enrollment was 11,776. By 1992-93, this number had grown to 18,655. When the dollars allocated to instruction are divided by the student FTE enrollment, we find that UCSB's per pupil allocation for academic faculty and staff has remained relatively constant over the years. The amount in constant dollars

was $1,129 per pupil in both 1967-68 and 1990-91 (See Appendix B, Figure B-4). When we compare Student FTE and Academic Staff FTE, we note a similar trend. That is, the ratio of the number of students to the number of academic staff has remained relatively constant over these years. The ratio was 11.4 to 1 in 1967-68 and 10.8 to 1 in 1992-93 (See Appendix B, Figure B-5).

However, within the category of academic staff, there has been a major shift in personnel allocation. In 1967-68 there were 173 student assistants. By 1992-93, "Student Assistants" reached 664 and this category of "academic staff" had become the largest category. In other words, the largest category of academic staff at UCSB had become students. This is illustrated in Figure 3. These student assistants had taken over much of the instructional work of the ladder track faculty, especially at the undergraduate level. This indicates the devaluation of undergraduate instruction. On the other hand, graduate education and the student assistants it provided became more highly valued. This reallocation of academic faculty freed up ladder faculty time for research. This has implications for organizational governance, in that the largest category of academic staff were not organizational citizens. This shift also indicates the increased value placed on research and the decreased value placed on instruction within the organization.

- Insert Figure 3 -

Because we are interested in the relative value of each core technology we will examine UCSB's resources from the State and allocations to "I & R" in percentage terms. While the dollar amount that UCSB received from the State per pupil remained constant, the percentage of its

resources that UCSB received from the State decreased. This showed a decline of 21.2% from 61.4% of total resources in 1967-68 to 40.2% in 1992-93. This is illustrated in Figure 4.

- Insert Figure 4 -

At the same time, the percentage of its resources that UCSB allocated to its academic faculty and staff through its "Instruction and Research" category dropped. The decrease in the percentage of organizational resources allocated to "Instruction and Research" for the years 1967-68 to 1992-93 was 17.9%, a decrease from 49.7% to 31.8% of total resource allocations. This is also illustrated in Figure 4. While per pupil allocations remained relatively constant, the relative percentage of UCSB's resources that were to allocated to academic faculty and staff decreased over these years. This was due to an increase in the return on the organization's investment in other areas.

The drop in the percentage of resources received from the State and devoted to "Instruction and Research" has a number of implications. First of all, the category "Instruction and Research" is primarily faculty salaries. Faculty were chiefly rewarded and promoted for their research. Unlike faculty in other institutions who buy their way out of teaching with research grants, in the UC the formal job and load includes research time. Thus, much of what is labeled "Instruction" is in reality "Research." This means the research bias is greater than these numbers indicate.

Secondly, these numbers indicate a decrease in the percentage of UCSB allocations that went to faculty salaries. The increase in the research percentage does not mean that faculty salary

percentages are maintained. While they may gain in status, most faculty do not directly make money on research. Extramural money pays for equipment and the salary of student and professional assistants. In addition, a significant portion of all extramural money for on campus research goes directly to UCSB, UC, and the CA state legislature as overhead costs. Therefore, we have a system that is over time putting less and less of its resources into its faculty and at the same time demanding that faculty procure more and more resources for the system, the suprasystem, and the state.

As the relative investment in Academic Faculty and Staff decreased, the investment in instruction decreased and the investment in research increased. Evidence for this is the change in the composition of academic personnel to include an increasing number of student assistants, a decrease in the number of classes and time spent on instruction by tenure track faculty, the decreased importance of instruction in faculty retention and promotion, and the increased amount of time spent on research by tenure track faculty.

In 1967, the bulk of the institution's resources were derived from the State of California. These funds were tied to student enrollment and used primarily for instruction. Over time, the relative importance of instruction decreased as the percentage of the organization's resources allocated to instruction declined. This shift was in the direction the organization mobilized and allocated its resources. The shift reflected internal value choices made in interaction with environmental constraints and opportunities. In other words, UCSB mobilized funds from the income sources it perceived would best meet its own priorities and where it would receive the greatest return for its investment (Porter, Warner, & Porter, 1973) and divested on the reciprocal.

Professional Researchers and Organized Research Units (ORUs)

As UCSB moved from a State liberal arts college to a research university, one would expect to note an increase in the amount of resources the organization allocated to professional researchers and its Organized Research Units. This is exactly what happened. In 1967-68, the UCSB Budget Office showed that $3,381,000 was spent for "Research". By 1992-93, this amount had increased to $53,895,000, a substantial increase. "Research" allocations, unlike "Instruction and Research" allocations were largely funded by Federal and Private Grants and Contracts. In fact, UCSB reported $5,055,000 in receipts from these sources in 1967-68 and an increase to $71,826,000 in 1992-93. The above dollar figures are illustrated in Figure 5.

- Insert Figure 5 -

The relative percentage that UCSB received from Federal and Private resources increased over the 25 years examined in this study. In 1967-68, these resources accounted for a combined 16.6% of the total. In 1992-93, the percentage of resources obtained from these sources increased by 5.7% to 21.9% of the organization's total resources. This means an increased dependence on Federal and Private resources. The movement toward competitively won research grants and contracts also meant an increase in the entrepreneurial nature of the organization. This led to increased dependence on solicited and competitively won resources.

Increases in research allocations indicate an increase in the research bias of the organization. Increased investment on this margin helped lead the way in the organization's move toward "wildness".

Auxiliary Enterprises

Auxiliary Enterprises are non-instructional support services provided to students, faculty and staff in return for specific charges. These include the University's residence and dining halls, parking operations, bookstores, the University Child Care Center, library copying services, west campus point faculty housing, and the University Center. The largest element in the auxiliary enterprises budget is student housing. Auxiliary Enterprises operate on a fee for service basis. In other words they are in the sales business. They generate income and resources from their many enterprises and reinvest their resources into their own operations.

Auxiliary Enterprises expanded dramatically in the 25 years covered in this study. In 1967-68, they generated $2,666,000. By 1992-93 revenues had increased by a factor of almost 17 to $44,646,000. The dramatic growth in allocations and revenues from auxiliary enterprises is illustrated in Figure 6. Auxiliary enterprises consistently generated more money than they spent. They made money for the University.

- Insert Figure 6 -

The relative percentage of the institution's resources generated by auxiliary enterprises increased by 5.2% from 8.5% in 1967 to 13.7% in 1992-93. Here, we note the emergence of sales as a core technology and a movement toward "wildness." In addition, these organizational subsystems are highly buffered, independent and self contained. They are professionally administered, use student labor, and are not governed by the faculty.

Figure 7 presents in table and chart form UCSB resource allocations for the budget categories of "Research", "Auxiliary Enterprises", and "Instruction and Research". This figure illustrates in graphic form how the relative importance of academic personnel declined while the relative importance of auxiliary enterprises and professional researchers increased. In 1967-68, "Research" and "Auxiliary Enterprises" combined accounted for only 16.8% of UCSB's internal resource allocations. By 1992-93, they accounted for 30.1% of the total allocations. On the other hand, "Instruction and Research" (I & R) accounted for 49.7% of all internal resource allocations in 1967-68. By 1992-93 the percentage of resource allocation for "I & R" had dropped to 31.8% of the total. This shift also indicates the increased importance to the institution of the core technologies of sales and research and the decline in the relative value of the core technology of instruction.

- Insert Figure 7 -

Student Services

Student Services include a number of diverse groups including: The Counseling and Career Center, Student Health Services, Admissions and Registrar operations, Financial Aid Administration, Loan Collections, and social and cultural activities. Student Services are supported primarily by Student Fees with some pay for service options.

Student Fees and Tuition are received by the University from students as payment for regular sessions, summer session, and university extension. In concert with this, the university supports, facilitates, and approves the allocation of Financial Aid to students who then pay their

Student Fees and living expenses (See Auxiliary Enterprises) with this money. Financial Aid, which comes from the Federal government, the University, the State, and private and outside agencies, is allocated to students by the Financial Aid Office based on need and merit.

From 1967-68 to 1980-81, Student Fees and Tuition money went mostly to student services. After 1981, Student Fees resources were allocated to a number of different areas (See Appendix B, Figure B-6). These resources are now being allocated less and less to student services and more to other areas (i.e.: Libraries and Academic Support). The percentage of resources that UCSB receives from Student Fees jumped by 9.3% in these 25 years, the largest increase of any resource category. Student Fees and Tuition accounted for 12.2% of all resources in 1967-68 and grew to 21.5% in 1992-93. However, the percentage of resources allocated to Student Services remained fairly constant, fluctuating between 7% and 9% of total resource allocations. The increase in Student Fees and Tuition were used for other functions such as library and academic support.

Public Service

Historically, the University of California claimed three functions as its domain: Research; Instruction; and Public Service. The emergence of Sales as a major function is a recent development. There are two ways to frame the public service constituencies of the University. First, from UC's viewpoint, its professional schools exist to provide a public service. UCSB has two professional schools: Education and Engineering. We will illustrate what happened in the Graduate School of Education as UCSB moved to become a research university (Barott, 1992). In 1969-70 there were 374 students enrolled in the Graduate School of Education and its two

major subsystems: The Office of Supervised Teaching (OST) and the Department of Education. While this total number would remain fairly constant, a dramatic change occurred in the relative number of students enrolled in the teacher preparation programs of the Office of Supervised Teaching (OST) compared to the number of students who were enrolled in the advanced degree programs of the Department of Education.

In 1969-70 there were approximately four (4) times the number of students enrolled in OST as there were in the Department. By 1975-76, the two enrollments were about equal. In 1979-80, this ratio had changed to approximately twice as many students in the Department as in OST. This ratio would remain relatively constant through 1991-92. This overall trend is illustrated in Figure 8. The technical task of OST is to train educational practitioners. The technical task of the Department of Education is to train educational researchers. From these numbers it can be inferred that in 1969 the dominant core technology of the GSE was the public service function of producing practitioners. By 1979-80, the dominant core technology in the GSE was the production of researchers.

- Insert Figure 8 -

The second way to conceptualize the public service constituency is with the budget category, "Public Service", used by UCSB. This category includes: Arts and Lectures; Work Study Program; Rental Facilities; Community Service Projects; Cooperative Extension, the community college program; and work study program-contracting agencies. These functions are paid for by a combination of Student Fees and Sales and Services of Educational Activities. They

accounted for only 1.2% of the budget in 1967-68 and 0.5% of the budget in 1992-93. These numbers imply the decreased importance of service as a core technology in this organization.

Summary of Group Section

The basic configuration of the organization's subsystems was different in 1993 than it was in 1967. The difference reflected the shift in UCSB's internal resource allocations. UCSB's allocation of resources for instruction and service declined as the percentage of resources allocated to research and sales grew. This indicates that a change in the relative value the campus placed upon the core technologies of instruction, service, research, and sales had occurred. Overall we find a decreased emphasis on the core technologies of instruction and service, accompanied by an increased emphasis in research and sales. The most productive margins for the organization were in the direction of research and sales and this is the direction in which it invested. This is not to imply that instruction and service became insignificant, simply that their relative importance diminished.

It is important to point out that the technological functions are not either-or, they are a matter of degree. That is, the technological functions continued to exist as tensions within all constituent groups. Each subsystem lived with the tensions, pressures and differences that existed in the suprasystem. In other words, the subsystems mirrored the suprasystem and reflected the same tensions. Schattschneider (1975) used the concept of "cleavage" to describe the mismatches created by value laden conflicts and refer to the way people are divided. This is important because "what happens in politics depends on the way people are divided..." (Schattschneider, 1975, p. 60). Cleavages between constituent groups and core technologies of production in the

organization were a source of both tension and conflict. Other cleavages and conflicts in the system are to some extent either limited by or shaped by these cleavages.

The organization was not passive in its investment strategy, its dominant bias led the way. The value placed on research and sales led to resource mobilization on these margins. As a result of a combination of an investment on the margin strategy, historical forces, and the desire to gain legitimacy in the eyes of its suprasystem, the organization changed into a "wild" organization.

The argument is often made that research exists to support teaching and that being on the fore front of knowledge in one's field makes for good teaching. In this organization, the technology of research had steadily developed superiority over the technology of teaching. Research was rewarded while teaching was relatively devalued. This was reflected in many different ways in this organization. Indicators of this superiority included higher status, increased job security, greater access to more valued resources, and more citizenship rights in the governance system. We will now turn our attention to a few of the implications for governance.

Governance Implications

This shift in fiscal acquisition patterns resulted in significant changes in the organization viewed as a social order, i.e.: its policy processes; social statuses; professional norms; and its long term internal politics. The University became a system of interdependent subsystems, driven by different markets, with different exchanges, transactions, contractual agreements, structures, and governance systems. In addition, as the relative importance of competitively won resources increased, the political power of those who procured resources on this margin also increased (Pfeffer & Salancik, 1974a, 1974b; Porter, et. al., 1973). The political power of those engaged in

alternate technologies (with access to constant, lesser, or diminishing resources) declined. In this way, the dominant bias of the organization's governance system also moved.

Where organizational resources come from, as well as who has access to increasing resources which are highly valued, in large part determine the power relationships of the organization and has implications for governance. Porter et al. suggest that "substantial shifts in political power (are) associated with changes in funding" (1973, p. 86). The political power of those who procured resources on the margin the organization moved toward increased. The political power of those engaged in alternate technologies, with access to static or diminishing resources, declined.

In the UC system of shared governance, faculty have access to governance through the Academic Senate. As new faculty were hired based on their ability to procure resources on this margin, their influence in the governance system also increased. Students, the largest category of academic staff, do not enjoy this same access. They are excluded from participating in Academic Senate. The core technology of instruction is being increasing performed by students who are not citizens of the organization. Therefore, it is unlikely that any shift in the relative value of instruction will be initiated from inside the organization.

If this trend continues, UCSB will become more of a wild organization. However, the conclusions from this study should not be taken to suggest an eventual end of instruction or the enduring supremacy of research at UCSB. Any one value carried to its logical conclusion will destroy the system. Therefore, no social system carries out this logic. In the natural course of social system dynamics, this and other conflicts will continue to be dealt with through the

micropolitical mechanisms of the organization. When research or any other value goes too far, it will be balanced through political and micropolitical processes in future conflicts.

Conclusion

This paper analyzed how the organization's bias shifts (Schattschneider, 1975) and "investment on the margin" (Porter, Warner, & Porter, 1973) behavior, as well as environmental forces moved the institution from a predominately "domestic" toward a "wild" organization (Carlson, 1964). The paper provided a different way to conceptualize and talk about the change that has occurred in higher education institutions.

The study was political because it focused on conflict over the authoritative allocation of values and resources (Easton, 1965; Wirt and Kirst, 1989). Specifically, the paper looked at change in the core technologies of a higher educational organization through the analysis of shifts in the institution's resource allocation and mobilization patterns. It described how organizational biases interacted with environmental constraints and opportunities and led to organizational change. The study illustrated how resources were mobilized and allocated within the organization and presented findings on the resultant changes for the constituent groups and functions of the organization.

Appendix A - Research Methods

This case study was conducted using qualitative field study research methods. Empirical data were drawn from the University of California, Santa Barbara (UCSB), one campus of the University of California (UC) system. This university was selected because it represents one instance of the national movement away from teacher training schools with their public service function, to a liberal arts college with its instructional function, to a major university with its research function.

"The essence of qualitative research is selecting or evolving categories that enable an adequate representation of the reality that we perceive and selling the definition of these categories to the reader" (Blomeyer, 1995). In this regard, the researchers selected concepts from the literature when they helped illuminate the structures and processes that appeared in the data. These etic[3] categories and explanatory relationships were brought by the researchers to the analysis when they seemed to inform the analysis and provide leverage on the data. On the other hand, some categories evolved from the data. Budget categories, as published by UCSB, UC, and the State of California, were used as emic[4] categories . The research process was essentially an iterative process of moving deductively from the orienting perspective to the inductive categories, back to a deductive look at overall patterns and themes and back again.

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[3] Etic categories are researcher imposed. Etic is derived "from 'phonetic', having to do with objective or researcher meanings" (LeCompte & Preissle, 1993, p. 45).

[4] Emic categories are emergent categories which are derived from the native language of the social system under study. Emic is derived "from 'phonemic', having to do with meaning and referring to subjective or participant meanings" (LeCompte & Preissle, 1993, p. 45).

Movement and change in the allocation of resources was used to indicate change in the dominant technological bias(es) of the organization. Movement and change in the allocation of resources was also used to indicate structural changes in the organization over time.

Data were primarily derived from documents. Information on UCSB's resource sources was taken from UCSB Financial Reports for the years 1967-1993. These reports are published annually by Administrative Services, Office of Budget and Planning, Office of the Budget, Accounting and Financial Services at UCSB. Additional data were gathered from the UCSB Budget and Planning Office, the UCSB Office of Institutional Research, the University of California Office of the President, UCSB Library Department of Special Collections, the Subcommittee on Higher Education of the California State Legislature, the California Higher Education Policy Center, the Chronicle of Higher Education, and newspaper and journal accounts.

UCSB Budget Sources and Allocations were derived from UCSB Financial Reports published by Administrative Services, Office of Budget and Planning, Office of the Budget, Accounting and Financial Services. The meaning of the UCSB budget categories listed in these reports are explicated below. The name(s) in parentheses are used as abbreviations in the charts and tables of this paper.

A. UCSB Resources

1. Tuition and Fees (Tuition) - This includes tuition and fees that are received by the university from students for regular sessions, summer session, and university extension.

2. Federal Government (Federal) - This includes grants and contracts received by the university from the federal government.

3. State Government (State) - This category includes appropriations and contracts received by the University from the State of California.

State allocations move through the Office of the UC President to the campus. Allocations to the campus involve increases or decreases in State funding applied to a given base budget. Funding for general campus enrollment workload increases is requested on the basis of 17.61:1 student-faculty ratio for both undergraduate and graduate students [This ratio was changed to 18.7:1 in 1994]. That is for each 17.61 FTE students, the State is asked to provide $89,384 which breaks down as follows (UC Overview, Budget and Planning Office, March 1992):

(1) One faculty FTE at a cost of $40,256 for salary
(2) $15,116 for employee benefits ($8,942 faculty and $6,174 staff)
(3) $34,012 for related instructional support which includes salaries of academic administrators, laboratory assistants, field work supervisors, and other supervisory, clerical and technical personnel as well as the costs of office and instructional supplies.

In addition, for each increment of 44.00 undergraduate students, the State provides one Teaching Assistant FTE at a cost of $24,030. In allocating general campus faculty FTE and related instruction support to the campus, the Office of the President uses the following criteria:

(1) Enrollment trends on each campus
(2) Correction of inequities among the campuses in student-faculty ratios weighted in terms of student mix: Lower Division (1.0); Upper Division (1.5); M.A. (2.5), Ph.D (3.5)
(3) Programmatic considerations

4. Local Government (Local) - This category encompasses contracts and grants received by the university from local government.

5. Private Gifts, Grants, and Contracts (Private)

6. Sales and Services of Educational Activities (Educ.)

7. Sales and Services of Auxiliary Enterprises (Auxil.) - This includes resources received by the university from parking operations, residence and dining halls, the University Center, and other sources.

8. Other Sources (Other)

B. UCSB Expenditures/Allocations

1. Instruction and Research (I & R) - This category is primarily faculty and staff salaries in the various schools and academic departments at UCSB. It includes regular sessions, summer session, and university extension.

This is the major budget category for the resources that are allocated to academic faculty and staff. Systemwide, the major items in this budget are faculty and teaching assistants (53%), instructional support (26%), and employee benefits (12%). Instructional support consists of salaries for administrative, clerical, and technical personnel, and office and instructional supplies and equipment. This category is primarily faculty and staff salaries in the various schools and academic departments at UCSB. It includes regular sessions, summer session, and university extension. The Instruction and Research budget includes most of the direct instructional resources associated with the campus. (UC Overview, UCSB Budget and Planning Office, March 1992).

2. Research (Research)

3. Public Service (Pub. Serv.) - This includes art exhibits, arts and lectures, the community college program, community service projects, the Isla Vista program, rental facilities, and work study program-contracting agencies.

4. Academic Support (Acad. Sup.) - This category covers academic administration and supports the Deans' Offices of the various schools and academic departments at UCSB. It also includes contract and grant administration, Educational Abroad Program, Evaluation instruction program, faculty career development program-affirmative action, intercampus exchange operations, learning resources, libraries, and undergraduate instruction improvement.

5. Student Services (Stude. Ser.) - Examples of student services include counseling and career guidance, student health services, social and cultural activities, admission and registrar operations, and financial aid and loan collection administration.

6. Institutional Support (Insti. Sup.) - This category includes campus and systemwide management and consists of five program areas: Executive Mangement; Fiscal Operations; General Administrative Services; Logistical Services; and Community Relations. Each of the subprogram areas contains a number of activities, such as the offices of the Chancellors, and planning and budget within Executive Management; accounting, audits, and contract and grant administration with Fiscal Operations; computer centers, information systems, and personnel within General Administrative Services; purchasing, mail distribution, and police within Logisitical Services; and development and publications within Community Relations.

7. Operation and Maintenance of Plant (Plant) - This category includes funds for building maintenance, grounds maintenance, janitorial service, plant service, refuse disposal, Chancellor's house maintenance, major repairs and alterations, and services to student services.

8. Student Financial Aid (Finan. Aid)

9. Auxiliary Enterprise (Aux. Enter.) - This budgetary category includes residence and dining halls, the University Child Care Center, library copying service, parking operations, west campus point housing, and the University Center.

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- Appendix B -

Table B-1 - Wild & Domestic
UCSB Resources by Source (%) - 1967-68 to 1992-93

UCSB RESOURCE SOURCES: Receipts by Source (%)														
	67-68	69-70	71-72	73-74	75-76	77-78	79-80	82-83	84-85	86-87	88-89	90-91	92-93	Change
Guaranteed Resources														
1. State Government Appropriations	61.4%	58.6%	55.3%	57.6%	58.4%	60.6%	54.1%	50.3%	52.2%	53.8%	51.1%	49.1%	40.2%	
Total: Guaranteed Resources	**61.4%**	**58.6%**	**55.3%**	**57.6%**	**58.4%**	**60.6%**	**54.1%**	**50.3%**	**52.2%**	**53.8%**	**51.1%**	**49.1%**	**40.2%**	**-21.2%**
Competively Won Resourses														
1. Tuition and Fees	12.2%	15.6%	20.5%	18.7%	17.4%	15.6%	15.3%	17.7%	14.8%	13.1%	14.2%	14.7%	21.5%	
2. Federal Government	15.1%	14.3%	12.5%	10.4%	11.6%	11.6%	13.5%	13.5%	13.9%	15.2%	15.8%	16.7%	18.3%	
3. Local Govt. - Contracts & Grants	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	
4. Private Gifts, Grants, Contracts	1.1%	1.1%	1.2%	1.1%	1.4%	1.7%	2.6%	2.9%	3.6%	3.6%	3.3%	3.6%	3.6%	
5. Sales and Services Educ. Activity	0.2%	0.6%	0.0%	0.3%	0.0%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	
6. Sales and Services Auxil. Resourc	8.5%	8.8%	8.5%	9.7%	9.1%	8.4%	12.3%	13.1%	12.2%	12.2%	13.5%	13.2%	13.7%	
Total: Foraged and Competitive	**37.1%**	**40.4%**	**42.7%**	**40.2%**	**39.5%**	**37.9%**	**44.2%**	**47.7%**	**45.0%**	**44.7%**	**47.2%**	**48.6%**	**57.6%**	**20.5%**
Other Sources	1.5%	1.0%	2.0%	2.2%	2.1%	1.5%	1.7%	2.0%	2.8%	1.5%	1.7%	2.3%	2.2%	
Total Funds Receipts	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

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Table B-2 - UCSB Resources by Source (%): 1967-68 to 1992-93

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Tuition	12.2%	16.0%	15.6%	17.8%	20.5%	19.1%	18.7%	18.0%	17.4%	17.0%	15.6%	14.4%	15.3%
Federal	15.1%	14.6%	14.3%	13.5%	12.5%	12.0%	10.4%	10.6%	11.6%	10.6%	11.6%	12.9%	13.5%
State	61.4%	57.6%	58.6%	57.5%	55.3%	56.2%	57.6%	58.1%	58.4%	59.3%	60.6%	60.0%	54.1%
Local	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Private	1.1%	0.9%	1.1%	1.2%	1.2%	1.3%	1.1%	1.8%	1.4%	1.6%	1.7%	2.4%	2.6%
Educa.	0.2%	0.2%	0.6%	0.2%	0.0%	0.3%	0.3%	0.5%	0.0%	0.4%	0.4%	0.4%	0.4%
Auxil.	8.5%	9.3%	8.8%	8.2%	8.5%	9.1%	9.7%	9.4%	9.1%	9.3%	8.4%	8.3%	12.3%
Other	1.5%	1.4%	1.0%	1.6%	2.0%	2.0%	2.2%	1.6%	2.1%	1.8%	1.5%	1.5%	1.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	Change
Tuition	13.1%	15.0%	17.7%	18.0%	14.8%	13.8%	13.1%	13.5%	14.2%	14.2%	14.7%	18.4%	21.5%	9.3%
Federal	14.6%	13.9%	13.5%	15.7%	13.9%	14.7%	15.2%	15.3%	15.8%	17.0%	16.7%	17.3%	18.3%	3.2%
State	56.3%	53.7%	50.3%	47.3%	52.2%	53.5%	53.8%	52.7%	51.1%	49.1%	49.1%	44.8%	40.2%	-21.2%
Local	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Private	2.0%	2.4%	2.9%	3.1%	3.6%	3.8%	3.6%	3.3%	3.3%	3.4%	3.6%	3.9%	3.6%	2.5%
Educa.	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.4%	0.3%	0.4%	0.4%	0.2%
Auxil.	11.8%	12.7%	13.1%	13.2%	12.2%	11.8%	12.2%	13.1%	13.5%	13.6%	13.2%	12.8%	13.7%	5.2%
Other	1.8%	1.9%	2.0%	2.2%	2.8%	1.9%	1.5%	1.6%	1.7%	2.2%	2.3%	2.3%	2.2%	0.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%

Table B-3 - UCSB Resource Allocations by Function (%), 1967-68 to 1992-93

	1967-68	1968-69	1969-70	1970-71	1972-73	1973-74	1974-75	1976-77	1977-78	1978-79	1979-80	1980-81
Instruct.	49.7%	46.9%	50.0%	45.4%	42.3%	41.6%	40.4%	40.9%	39.7%	37.9%	35.4%	35.6%
Research	11.1%	9.7%	8.9%	10.0%	10.0%	9.2%	8.5%	8.9%	10.5%	12.3%	12.5%	12.2%
Pub. Serv	1.2%	1.1%	1.5%	1.6%	2.2%	2.3%	1.8%	1.4%	1.3%	1.1%	0.8%	0.8%
Acad.Sup.	9.3%	15.3%	7.6%	12.8%	14.0%	14.1%	10.8%	10.9%	10.7%	10.2%	9.5%	9.3%
Stud.Ser.	7.5%	7.0%	7.1%	7.7%	8.1%	8.4%	9.5%	9.5%	9.1%	9.0%	9.4%	9.5%
Insti.Sup.	4.4%	1.4%	4.9%	2.6%	3.3%	3.2%	7.4%	7.3%	7.0%	8.2%	7.6%	7.8%
Plant	7.4%	7.3%	7.8%	7.6%	7.6%	7.8%	8.0%	7.8%	8.5%	9.2%	9.6%	7.7%
Finan.Aid	3.7%	5.2%	6.0%	6.2%	5.9%	6.1%	6.0%	6.3%	6.2%	5.3%	4.7%	6.2%
Auxil.	5.7%	6.1%	6.2%	6.1%	6.6%	7.3%	7.6%	7.0%	7.0%	6.8%	10.5%	10.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	Change
Instruct.	35.1%	34.2%	33.0%	34.4%	35.1%	35.2%	35.1%	35.0%	33.7%	34.2%	32.7%	31.8%	-17.9%
Research	12.3%	13.4%	14.4%	13.0%	14.1%	14.9%	15.1%	15.1%	16.0%	15.5%	16.7%	17.2%	6.1%
Pub.Serv.	0.7%	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	-0.7%
Acad.Sup.	8.9%	8.9%	8.7%	8.9%	9.3%	9.9%	9.2%	8.8%	8.6%	8.5%	8.5%	8.1%	-1.2%
Stud.Ser.	9.5%	9.2%	9.5%	9.2%	9.1%	8.7%	8.9%	9.0%	9.2%	9.1%	8.9%	8.7%	1.2%
Insti.Sup.	7.6%	7.3%	7.6%	9.2%	7.5%	6.6%	6.4%	6.2%	6.8%	6.9%	6.7%	6.3%	1.9%
Plant	8.5%	8.3%	7.7%	8.3%	7.7%	7.0%	7.1%	6.7%	7.3%	7.3%	6.7%	6.4%	-1.0%
Finan.Aid	5.8%	6.2%	6.7%	5.6%	5.5%	5.3%	5.3%	5.6%	5.1%	5.8%	6.8%	8.1%	4.4%
Auxil.	11.6%	11.8%	11.7%	10.8%	11.1%	11.8%	12.3%	13.0%	12.7%	12.1%	12.6%	12.9%	7.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%

Table B-4 - UCSB Resources by Source ($000): 1967-68 to 1992-93

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Tuition	3,813	6,019	6,525	7,957	9,830	9,731	9,949	10,761	11,753	11,915	12,705	12,765	15,117
Federal	4,719	5,475	6,003	6,019	6,012	6,107	5,556	6,327	7,837	7,425	9,462	11,444	13,313
State	19,198	21,671	24,589	25,658	26,495	28,568	30,728	34,715	39,529	41,552	49,475	53,110	53,399
Local	0	0	0	0	0	0	0	16	0	13	130	116	141
Private	339	343	464	516	567	675	603	1,059	986	1,119	1,422	2,084	2,566
Educa.	55	82	247	103	0	125	137	280	0	285	361	326	340
Auxil.	2,666	3,480	3,710	3,646	4,090	4,634	5,182	5,644	6,142	6,480	6,896	7,359	12,177
Other	489	533	436	707	968	1,007	1,184	964	1,397	1,222	1,250	1,357	1,648
Total	**31,279**	**37,603**	**41,974**	**44,606**	**47,962**	**50,847**	**53,339**	**59,766**	**67,644**	**70,011**	**81,701**	**88,561**	**98,701**

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Tuition	16,870	21,138	26,902	29,275	28,830	30,044	32,219	35,454	40,258	43,114	46,220	61,180	70,206
Federal	18,853	19,553	20,499	25,598	27,143	32,013	37,393	39,975	44,986	51,664	52,438	57,714	59,783
State	72,667	75,678	76,632	77,149	101,827	116,893	132,836	138,025	145,373	148,871	154,072	149,554	131,109
Local	107	59	23	41	92	137	308	168	145	158	241	307	298
Private	2,637	3,405	4,440	5,074	6,935	8,369	8,798	8,739	9,281	10,133	11,191	13,148	12,043
Educa.	345	495	572	656	821	815	1,052	1,047	995	1,104	1,069	1,262	1,271
Auxil.	15,224	17,834	19,982	21,413	23,746	25,834	30,087	34,362	38,409	41,280	41,606	42,817	44,646
Other	2,322	2,707	3,042	3,529	5,426	4,069	3,790	4,208	4,973	6,693	7,237	7,525	7,175
Total	**129,025**	**140,869**	**152,092**	**162,735**	**194,820**	**218,174**	**246,483**	**261,978**	**284,420**	**303,017**	**314,074**	**333,507**	**326,531**

Table B-5- UCSB Resource Allocations by Function ($000): 1967-68 to 1992-93

	1967-68	1968-69	1969-70	1970-71	1972-73	1973-74	1974-75	1976-77	1977-78	1978-79	1979-80	1980-81
Instruct.	15,156	17,188	20,636	19,234	19,911	21,296	23,796	29,060	32,103	33,496	39,215	46,036
Research	3,381	3,535	3,683	4,242	4,692	4,690	5,017	6,338	8,461	10,850	13,847	15,830
Pub.Serv	375	390	628	681	1,043	1,191	1,061	956	1,020	959	931	984
AcadSup	2,836	5,608	3,143	5,402	6,601	7,193	6,360	7,745	8,622	9,039	10,503	12,023
Stud.Ser	2,280	2,573	2,928	3,276	3,806	4,307	5,588	6,757	7,371	7,936	10,454	12,351
Insti.Sup	1,328	512	1,994	1,079	1,576	1,630	4,376	5,192	5,689	7,214	8,397	10,088
Plant	2,254	2,683	3,196	3,210	3,567	3,998	4,749	5,519	6,871	8,178	10,651	9,955
FinanAid	1,133	1,919	2,464	2,627	2,759	3,139	3,527	4,482	4,998	4,652	5,179	7,959
Auxil.	1,739	2,230	2,568	2,582	3,100	3,756	4,493	5,001	5,627	6,053	11,622	14,100
Total	**30,482**	**36,638**	**41,240**	**42,333**	**47,055**	**51,200**	**58,967**	**71,050**	**80,762**	**88,377**	**110,799**	**129,326**

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Instruct.	48,404	50,238	53,132	65,444	75,051	82,357	87,449	92,228	98,637	103,689	100,957	99,503
Research	17,029	19,629	23,134	24,763	30,183	34,942	37,540	39,852	46,702	46,922	51,581	53,895
Pub.Serv	906	983	1,056	1,223	1,214	1,477	1,505	1,521	1,630	1,697	1,539	1,540
AcadSup	12,307	13,036	14,117	16,968	19,889	23,418	22,876	23,079	25,051	25,865	26,247	25,469
Stud.Ser	13,178	13,461	15,382	17,288	19,395	20,509	22,163	23,810	26,787	27,413	27,561	27,056
Insti.Sup	10,529	10,780	12,200	17,536	16,077	15,756	16,009	16,334	19,996	20,879	20,749	19,687
Plant	11,703	12,330	12,626	15,697	16,792	16,712	17,736	17,674	21,425	22,203	20,700	19,938
FinanAid	8,012	9,065	10,773	10,625	11,671	12,400	13,342	14,831	14,933	17,647	20,975	25,206
Auxil.	16,020	17,324	18,780	20,557	23,835	27,699	30,662	34,413	37,123	36,508	38,812	40,436
Total	**138,088**	**146,846**	**161,200**	**190,041**	**214,107**	**235,270**	**249,282**	**263,742**	**292,284**	**302,823**	**309,121**	**312,730**

Table B-6 - UCSB Resources by Source ($000): 1967-68 to 1992-93
Inflation Adjusted

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Tuition	3,813	5,678	5,764	6,576	7,644	7,166	6,957	7,029	7,072	6,724	6,733	6,341	6,970
Federal	4,719	5,165	5,303	4,974	4,675	4,497	3,885	4,133	4,715	4,190	5,014	5,685	6,138
State	19,198	20,444	21,722	21,205	20,603	21,037	21,488	22,675	23,784	23,449	26,219	26,384	24,619
Local	0	0	0	0	0	0	0	10	0	7	69	58	65
Private	339	324	410	426	441	497	422	692	593	631	754	1,035	1,183
Educa.	55	77	218	85	0	92	96	183	0	161	191	162	157
Auxil.	2,666	3,283	3,277	3,013	3,180	3,412	3,624	3,686	3,696	3,657	3,654	3,656	5,614
Other	489	503	385	584	753	742	828	630	841	690	662	674	760
Total	31,279	35,475	37,080	36,864	37,295	37,443	37,300	39,037	40,700	39,510	43,297	43,995	45,505

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Tuition	7,079	8,010	9,264	9,480	8,860	8,651	8,888	9,389	10,243	10,468	10,646	13,518	15,058
Federal	7,911	7,409	7,059	8,290	8,341	9,218	10,315	10,587	11,446	12,544	12,078	12,752	12,823
State	30,494	28,677	26,388	24,983	31,293	33,658	36,644	36,553	36,989	36,145	35,486	33,044	28,121
Local	45	22	8	13	28	39	85	44	37	38	56	68	64
Private	1,107	1,290	1,529	1,643	2,131	2,410	2,427	2,314	2,361	2,460	2,578	2,905	2,583
Educa.	145	188	197	212	252	235	290	277	253	268	246	279	273
Auxil.	6,389	6,758	6,881	6,934	7,297	7,439	8,300	9,100	9,773	10,022	9,583	9,460	9,576
Other	974	1,026	1,048	1,143	1,667	1,172	1,046	1,114	1,265	1,625	1,667	1,663	1,539
Total	54,144	53,380	52,373	52,699	59,871	62,820	67,995	69,380	72,368	73,570	72,338	73,689	70,036

Table B-7 - UCSB Resource Allocations by Function ($000): 1967-68 to 1992-93
Inflation Adjusted

	1967-68	1968-69	1969-70	1970-71	1972-73	1973-74	1974-75	1976-77	1977-78	1978-79	1979-80	1980-81
Instruct.	15,156	16,215	18,230	15,896	14,662	14,892	15,543	16,400	17,013	16,640	18,080	19,319
Research	3,381	3,335	3,254	3,506	3,455	3,280	3,277	3,577	4,484	5,390	6,384	6,643
Pub.Serv	375	368	555	563	768	833	693	540	541	476	429	413
AcadSup	2,836	5,291	2,777	4,464	4,861	5,030	4,154	4,371	4,569	4,490	4,842	5,045
Stud.Ser	2,280	2,427	2,587	2,707	2,803	3,012	3,650	3,813	3,906	3,942	4,820	5,183
Insti.Sup	1,328	483	1,761	892	1,161	1,140	2,858	2,930	3,015	3,584	3,871	4,233
Plant	2,254	2,531	2,823	2,653	2,627	2,796	3,102	3,115	3,641	4,063	4,911	4,178
FinanAid	1,133	1,810	2,177	2,171	2,032	2,195	2,304	2,529	2,649	2,311	2,388	3,340
Auxil.	1,739	2,104	2,269	2,134	2,283	2,627	2,935	2,822	2,982	3,007	5,358	5,917
Total	30,482	34,564	36,431	34,986	34,650	35,804	38,515	40,096	42,799	43,903	51,083	54,270

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Instruct.	18,342	17,300	17,206	20,112	21,610	22,719	23,159	23,467	23,948	23,882	22,307	21,342
Research	6,453	6,759	7,492	7,610	8,691	9,639	9,942	10,140	11,339	10,807	11,397	11,560
Pub.Serv	343	338	342	376	350	407	399	387	396	391	340	330
AcadSup	4,664	4,489	4,572	5,215	5,727	6,460	6,058	5,872	6,082	5,957	5,799	5,463
Stud.Ser	4,994	4,635	4,981	5,313	5,585	5,658	5,869	6,058	6,504	6,314	6,090	5,803
Insti.Sup	3,990	3,712	3,951	5,389	4,629	4,346	4,240	4,156	4,855	4,809	4,585	4,223
Plant	4,435	4,246	4,089	4,824	4,835	4,610	4,697	4,497	5,202	5,114	4,574	4,276
FinanAid	3,036	3,122	3,489	3,265	3,360	3,421	3,533	3,774	3,626	4,065	4,634	5,406
Auxil.	6,070	5,966	6,082	6,317	6,863	7,641	8,120	8,756	9,013	8,409	8,576	8,673
Total	52,326	50,567	52,202	58,402	61,649	64,902	66,017	67,107	70,964	69,747	68,301	67,076

Figure B-1 - UCSB Resource Sources: Receipts by Source (%): 1967-68 to 1992-93

	67-68	69-70	71-72	73-74	75-76	77-78	79-80	81-82	83-84	85-86	87-88	89-90	91-92	92-93	Change
State	61.4%	58.6%	55.3%	57.6%	58.4%	60.6%	54.1%	53.7%	47.3%	53.5%	52.7%	49.1%	44.8%	40.2%	-21.2%
Fed/Priv	16.2%	15.4%	13.7%	11.5%	13.0%	13.3%	16.1%	16.3%	18.8%	18.5%	18.8%	20.4%	21.2%	21.9%	5.7%
Tuition	12.2%	15.6%	20.5%	18.7%	17.4%	15.6%	15.3%	15.0%	18.0%	13.8%	13.5%	14.2%	18.4%	21.5%	9.3%
Auxil.	8.5%	8.8%	8.5%	9.7%	9.1%	8.4%	12.3%	12.7%	13.2%	11.8%	13.1%	13.6%	12.8%	13.7%	5.2%

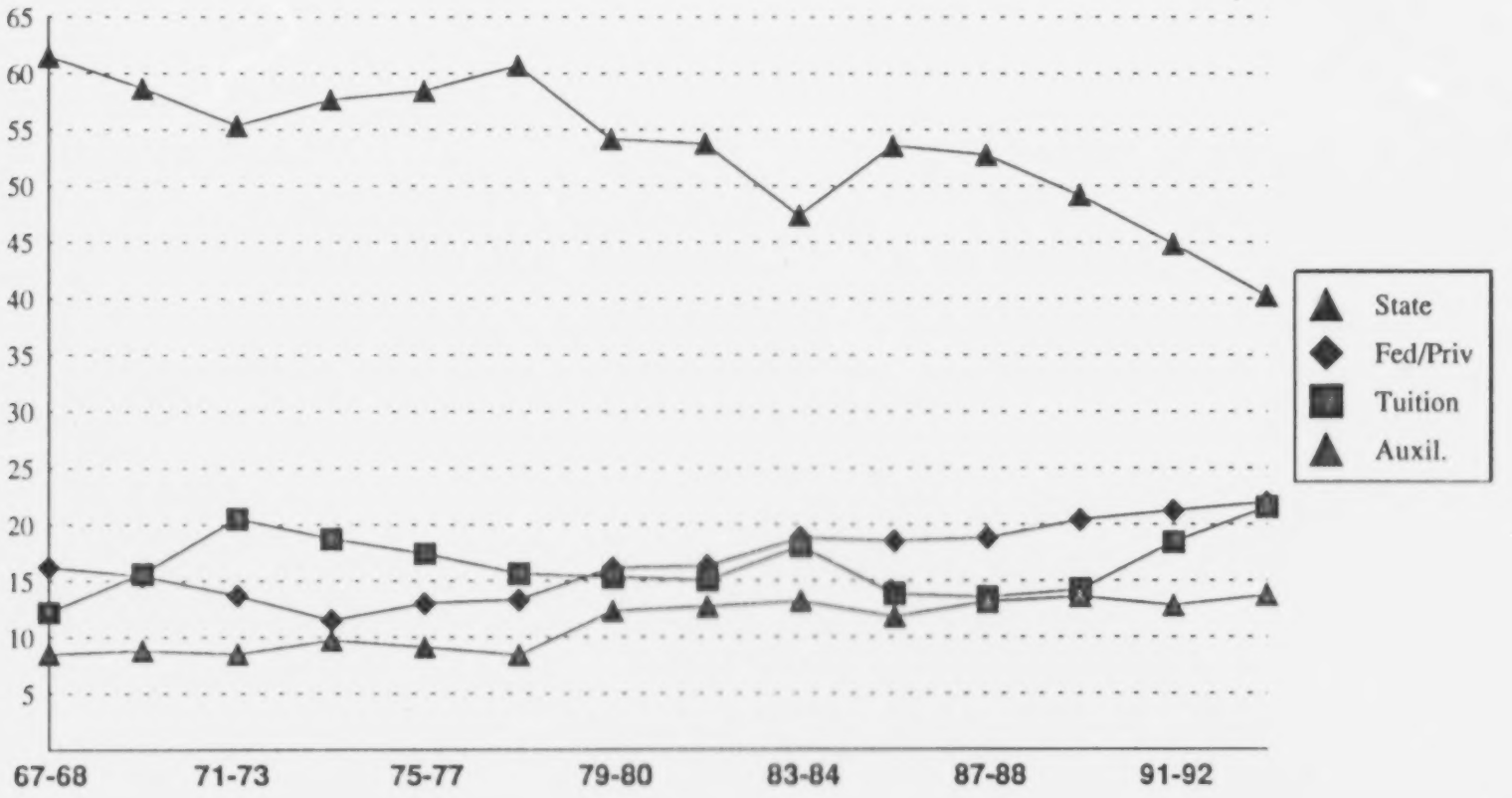


Figure B-2 - UCSB Resource Allocations for "Instruction & Research" ($000): 1967-68 to 1992-93. Constant Dollars

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
I & R	15,156	18,230	14,662	14,892	16,400	17,013	18,080	19,319	17,300	20,112	22,719	23,467	23,882	21,342

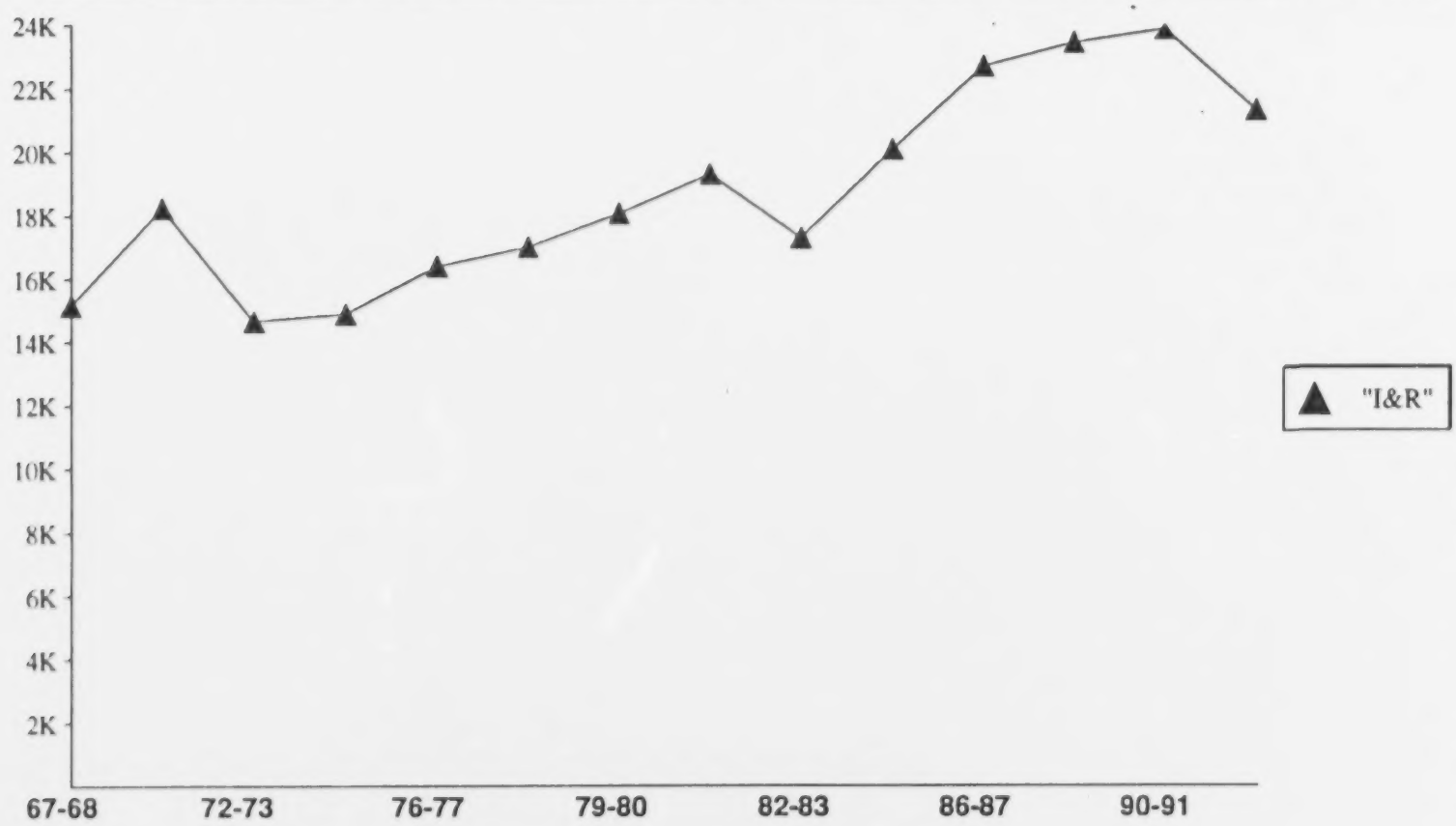


Figure B-3 - UCSB Student FTE Enrollment: 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Student FTE	11,776	13,254	11,828	11,988	14,077	14,066	14,266	14,932	15,781	16,429	17,520	18,119	18,465	18,655

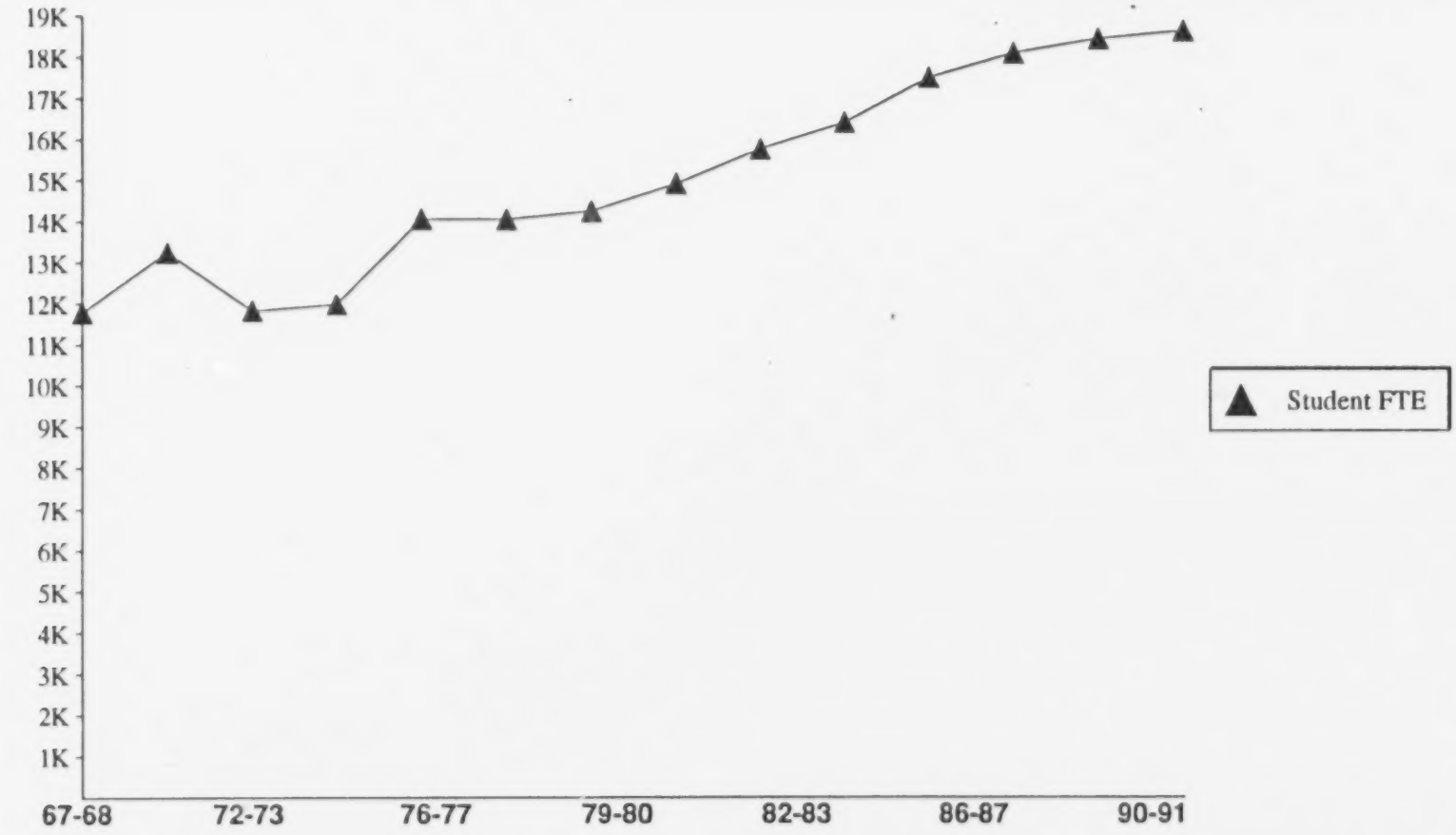


Figure B-4 - UCSB Per Pupil Allocation for "Instruction & Research" ($000): 1967-68 to 1992-93. Constant Dollars

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
$ Per Pupil	1.29	1.38	1.24	1.24	1.16	1.21	1.27	1.29	1.1	1.22	1:3	1.3	1.29	1.14

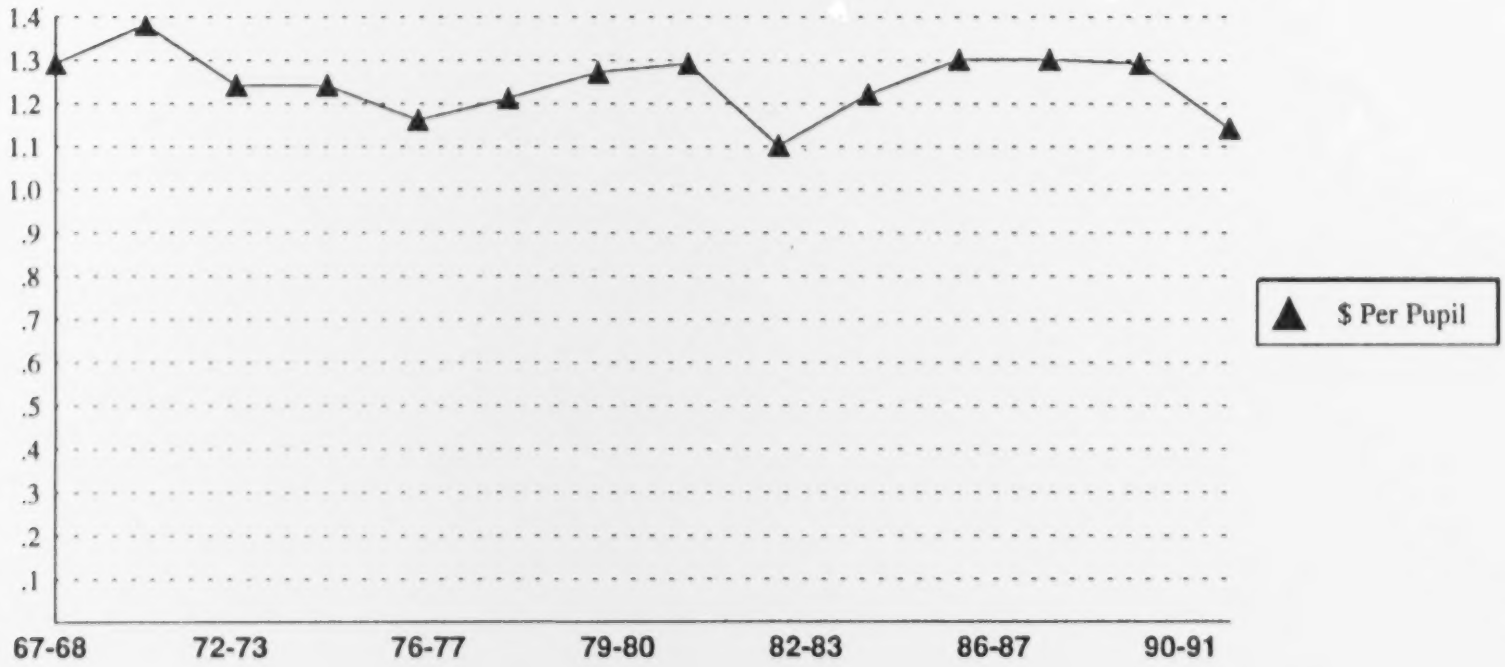


Figure B-5 - Student FTE by Academic Staff FTE Ratio: 1967-68 to 1992-93

UCSB Academic Staff and Student Full Time Equivalents (FTE) Ratio: 1967-68 to 1992-93													
	67-68	69-70	72-73	73-74	76-77	77-78	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Ratio	11.4	11.3	10.6	11.1	11.9	12.1	11.4	11.7	11.7	10.9	10.6	10.3	10.8

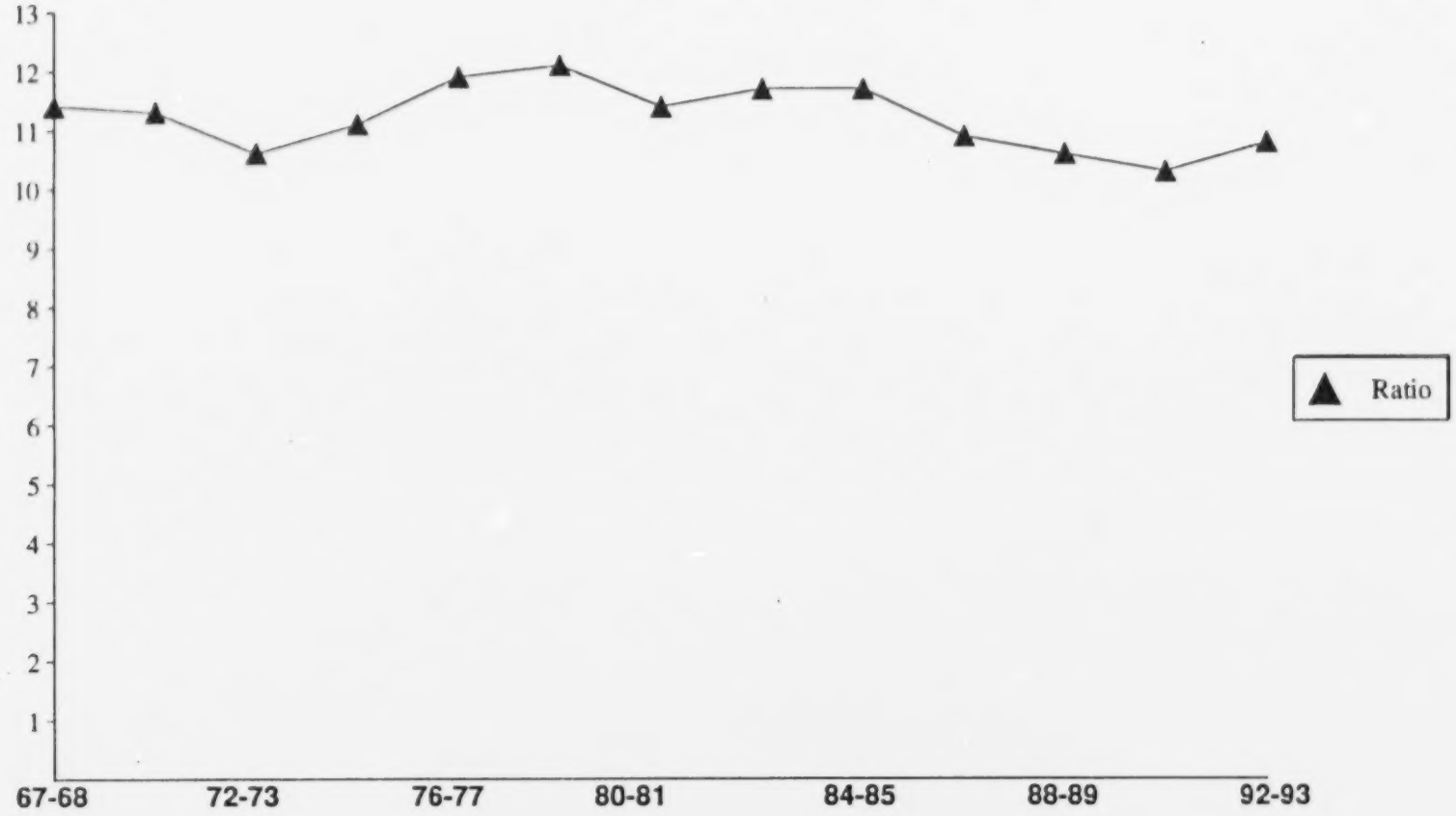
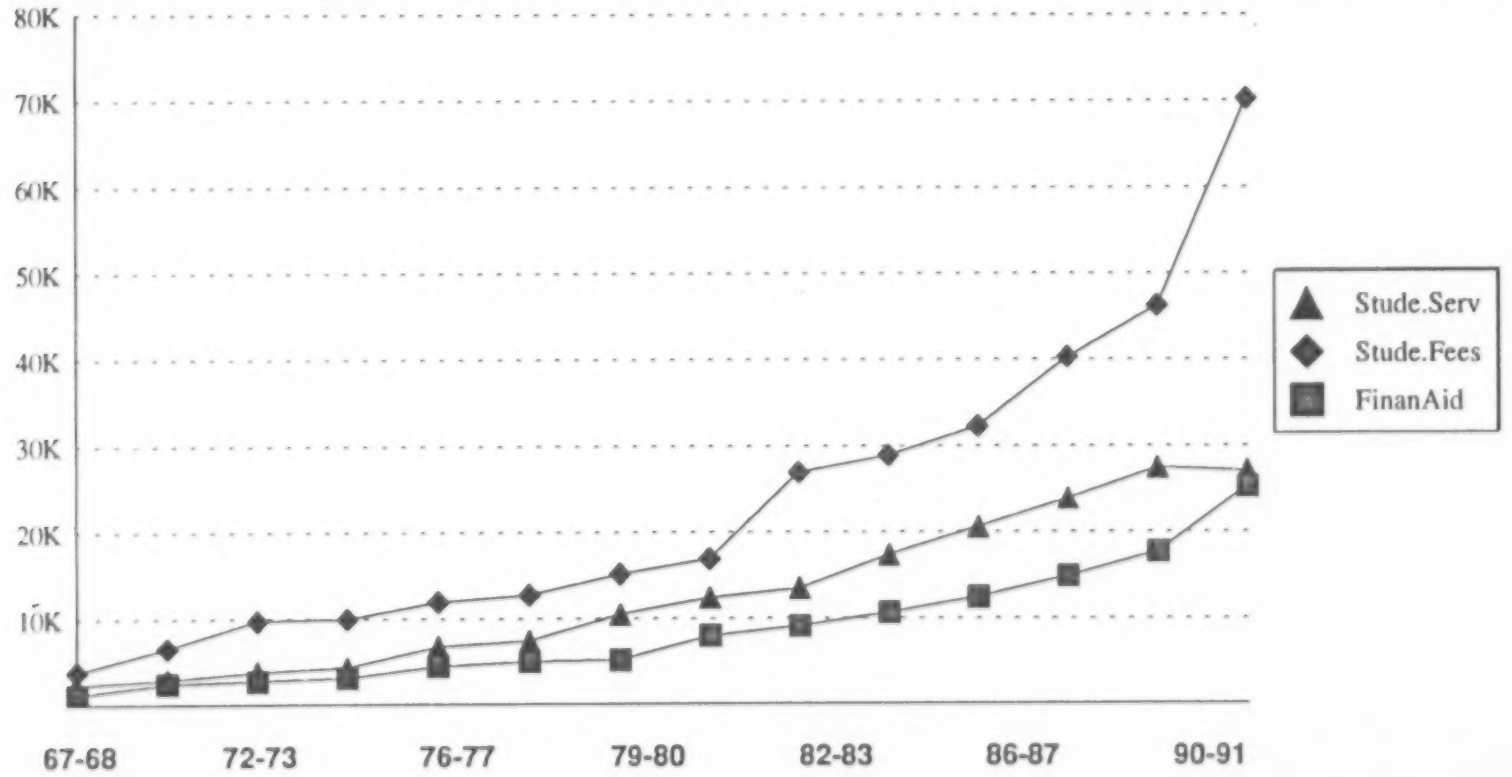


Figure B-6 - UCSB Resource Allocations and Resources for Student Services ($000): 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Stude.Serv.	2,280	2,928	3,806	4,307	6,757	7,371	10,454	12,351	13,461	17,288	20,509	23,810	27,413	27,056
Stude. Fees	3,813	6,525	9,731	9,949	11,915	12,705	15,117	16,870	26,902	28,830	32,219	40,258	46,220	70,206
FinanAid	1,133	2,464	2,759	3,139	4,482	4,998	5,179	7,959	9,065	10,625	12,400	14,831	17,647	25,206



- Figures -

Figure 2 - Wild & Domestic
UCSB Resources by Source (%) - 1967-68 to 1992-93

	67-68	69-70	71-72	73-74	75-76	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Domestic	61.4%	58.6%	55.3%	57.6%	58.4%	60.6%	54.1%	56.3%	50.3%	52.2%	53.8%	51.1%	49.1%	40.2%
Wild	37.1%	40.4%	42.7%	40.2%	39.5%	37.9%	44.2%	41.9%	47.7%	45.0%	44.7%	47.2%	48.6%	57.6%

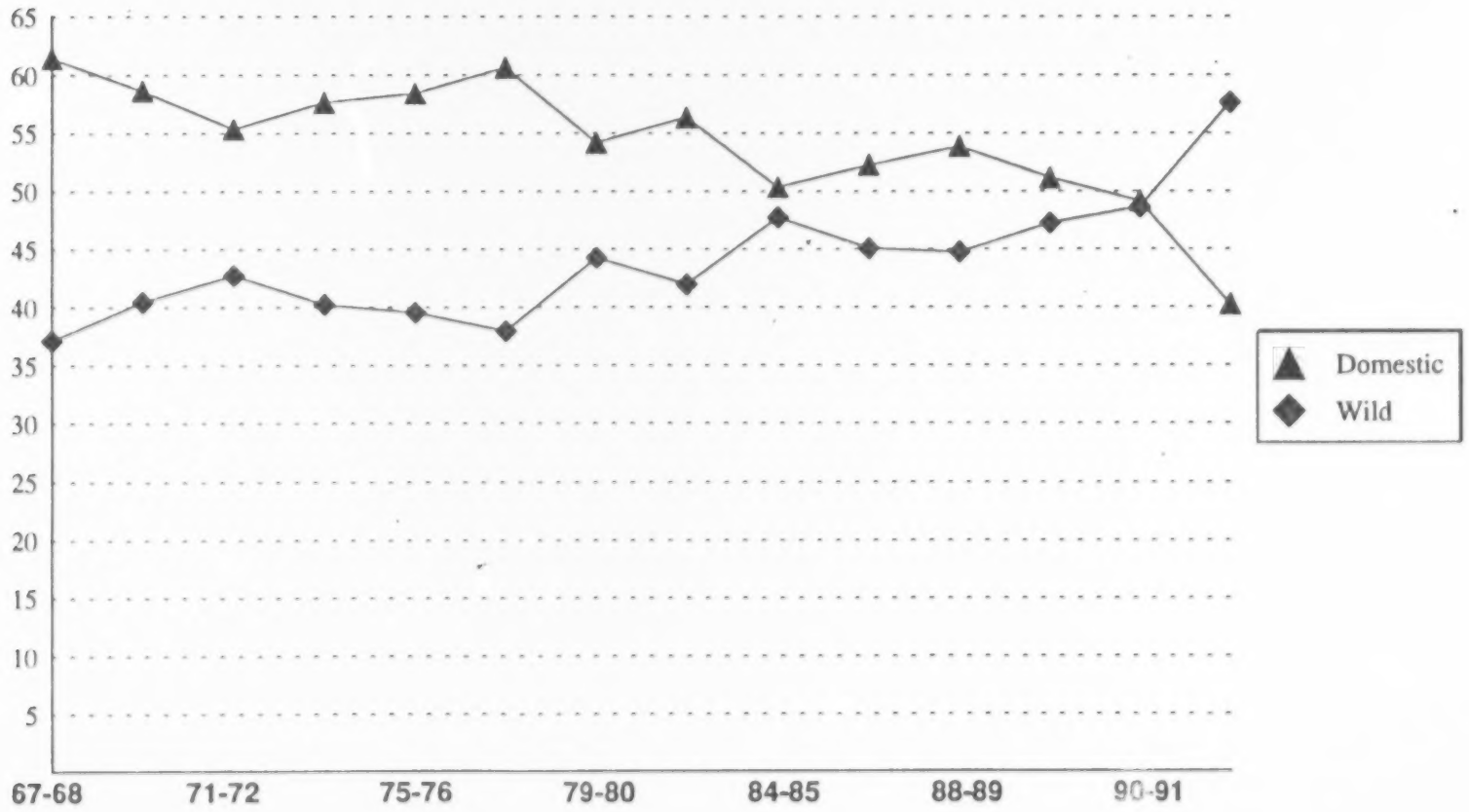


Figure 3 - UCSB Academic Staff Full Time Equivalents (FTE): 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	Oct. 77	Oct. 80	April 82	Oct. 84	Oct. 86	Oct. 88	Oct. 90	Oct. 92	Oct. 94
Ladder Faculty	495	544	513	490	499	484	529	526	518	539	577	614	638	645	599
Lecturers	100	116	111	119	143	169	124	119	160	150	171	168	143	117	124
Student Assist.	173	213	211	198	305	287	330	388	393	442	497	561	629	620	664
Research	79	109	133	122	81	79	83	148	162	171	224	244	236	234	255

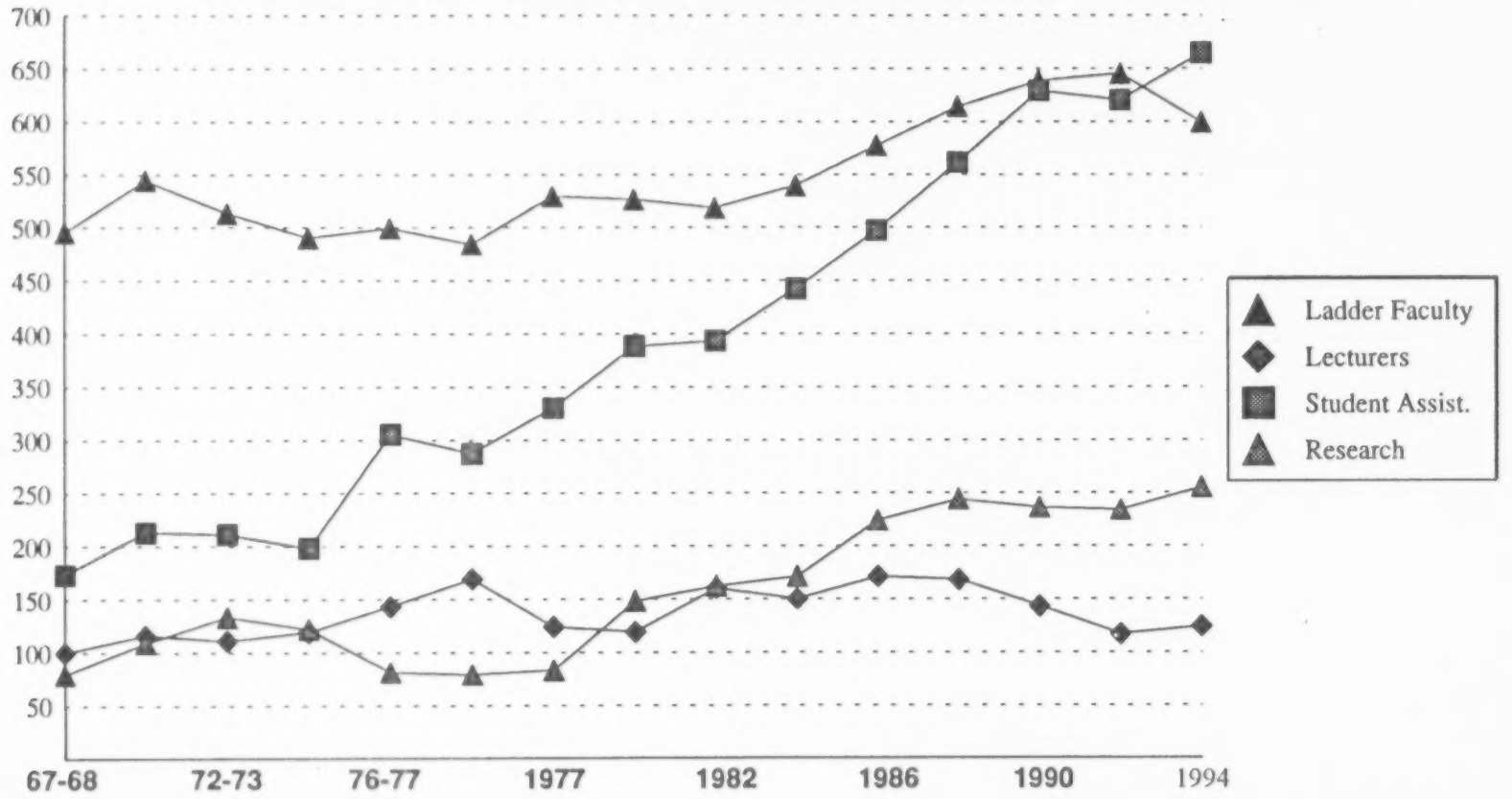


Figure 4 - UCSB State Resources and "Instruction and Research" Allocations (%): 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93	Change
State	61.4%	58.6%	56.2%	57.6%	59.3%	60.6%	54.1%	56.3%	50.3%	52.2%	53.8%	51.1%	49.1%	40.2%	**21.2%**
I & R	49.7%	50.0%	42.3%	41.6%	40.9%	39.7%	35.4%	35.6%	34.2%	34.4%	35.2%	35.0%	34.2%	31.8%	**17.9%**

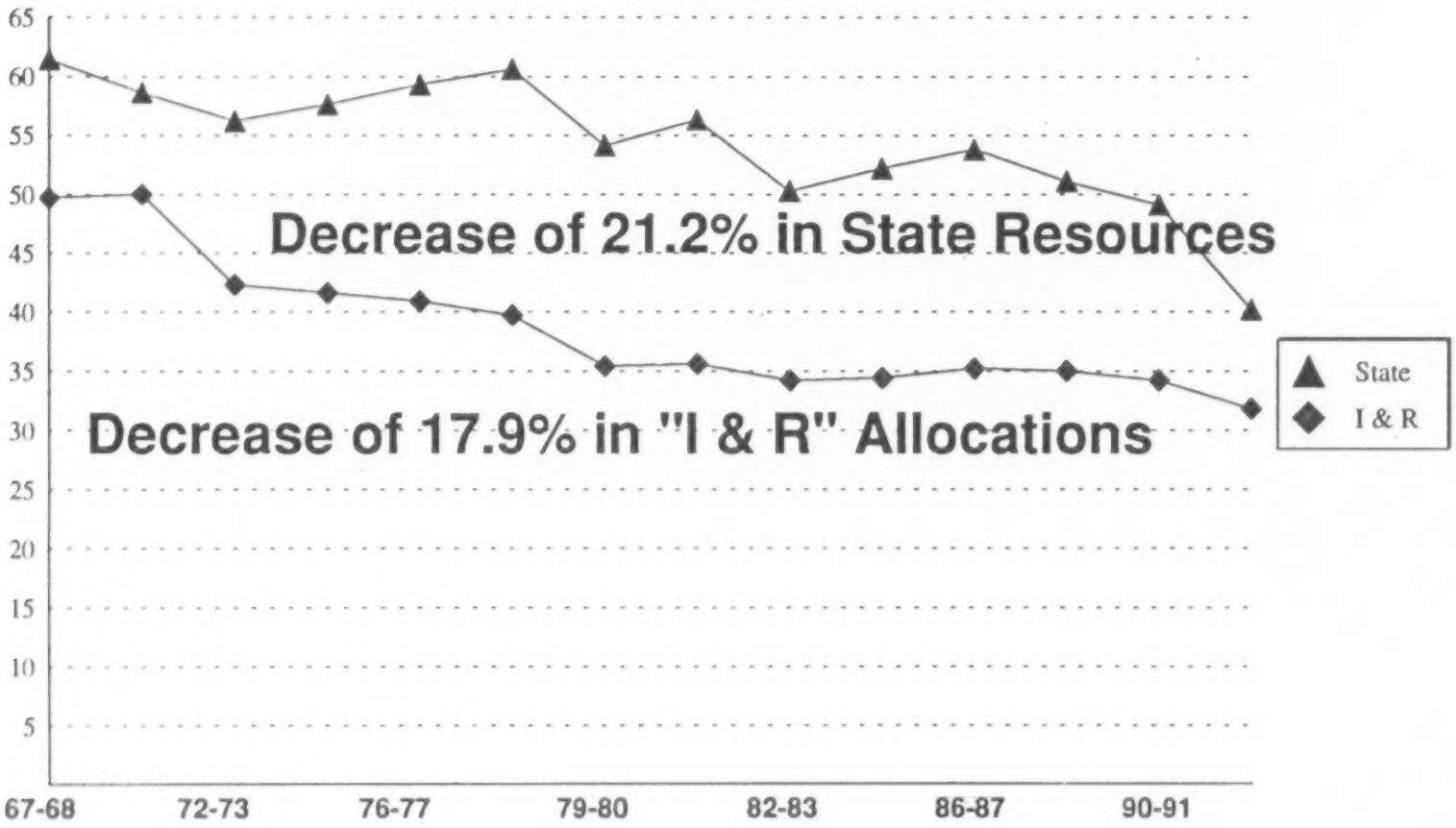


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Figure 5 - UCSB Resource Revenues and Allocations for Research, ($000) 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Federal	4,719	6,003	6,107	5,556	7,425	9,462	13,313	18,853	20,499	27,143	37,393	44,986	52,438	59,783
Private	339	464	675	603	1,119	1,422	2,566	2,637	4,440	6,935	8,798	9,281	11,191	12,043
Total Rev	**5,058**	**6,467**	**6,782**	**6,159**	**8,544**	**10,884**	**15,879**	**21,490**	**24,939**	**34,078**	**46,191**	**54,267**	**63,629**	**71,826**
Allocation	**3,381**	**3,683**	**4,692**	**4,690**	**6,338**	**8,461**	**13,847**	**15,830**	**19,629**	**24,763**	**34,942**	**39,852**	**46,922**	**53,895**

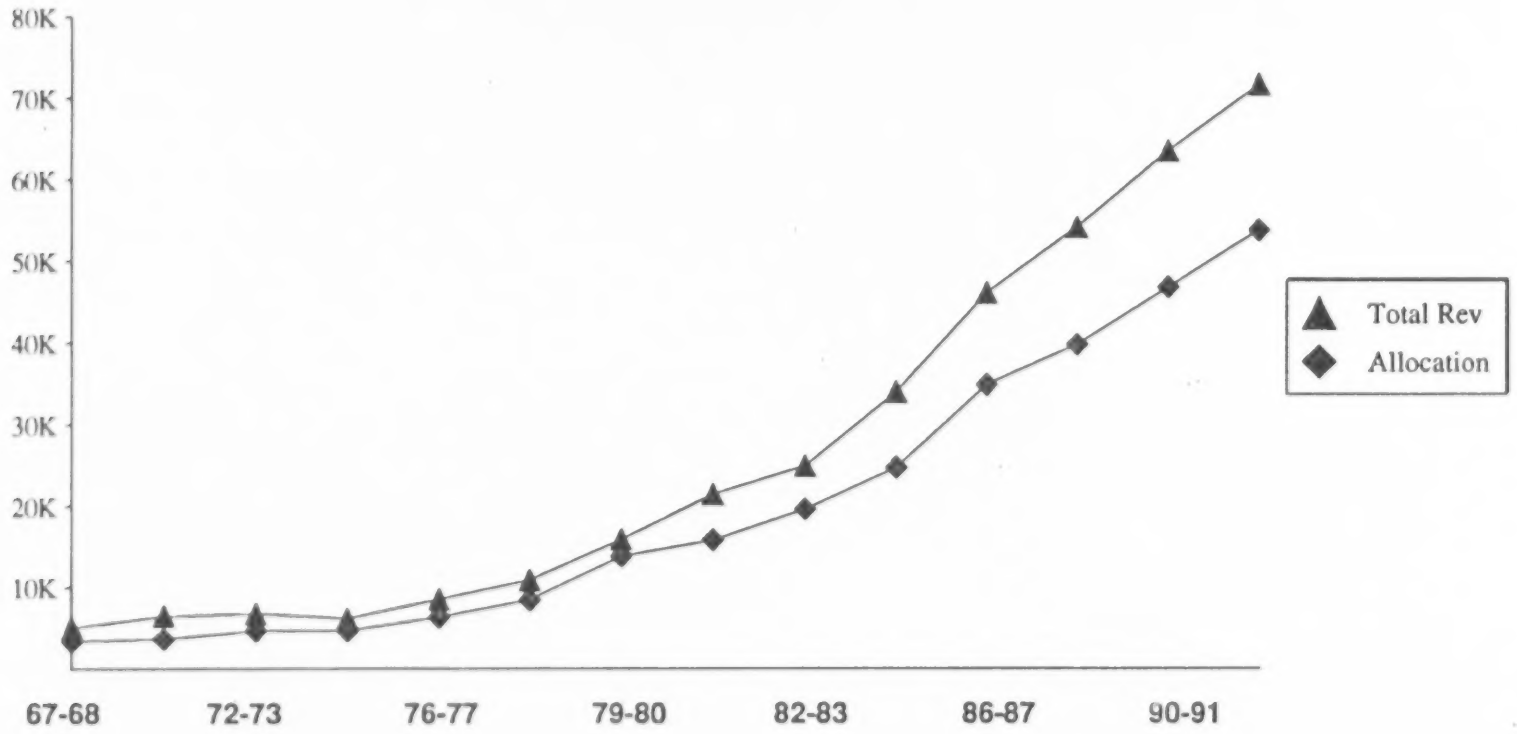

Figure 6 - UCSB Resource Revenues and Allocations for Auxiliary Enterprises, ($000). 1967-68 to 1992-93

	67-68	69-70	72-73	73-74	76-77	77-78	79-80	80-81	82-83	84-85	86-87	88-89	90-91	92-93
Revenue	2,666	3,710	4,634	5,182	6,480	6,896	12,177	15,224	19,982	23,746	30,087	38,409	41,606	44,646
Allocations	1,739	2,568	3,100	3,756	5,001	5,627	11,622	14,100	17,324	20,557	27,699	34,413	36,508	40,436

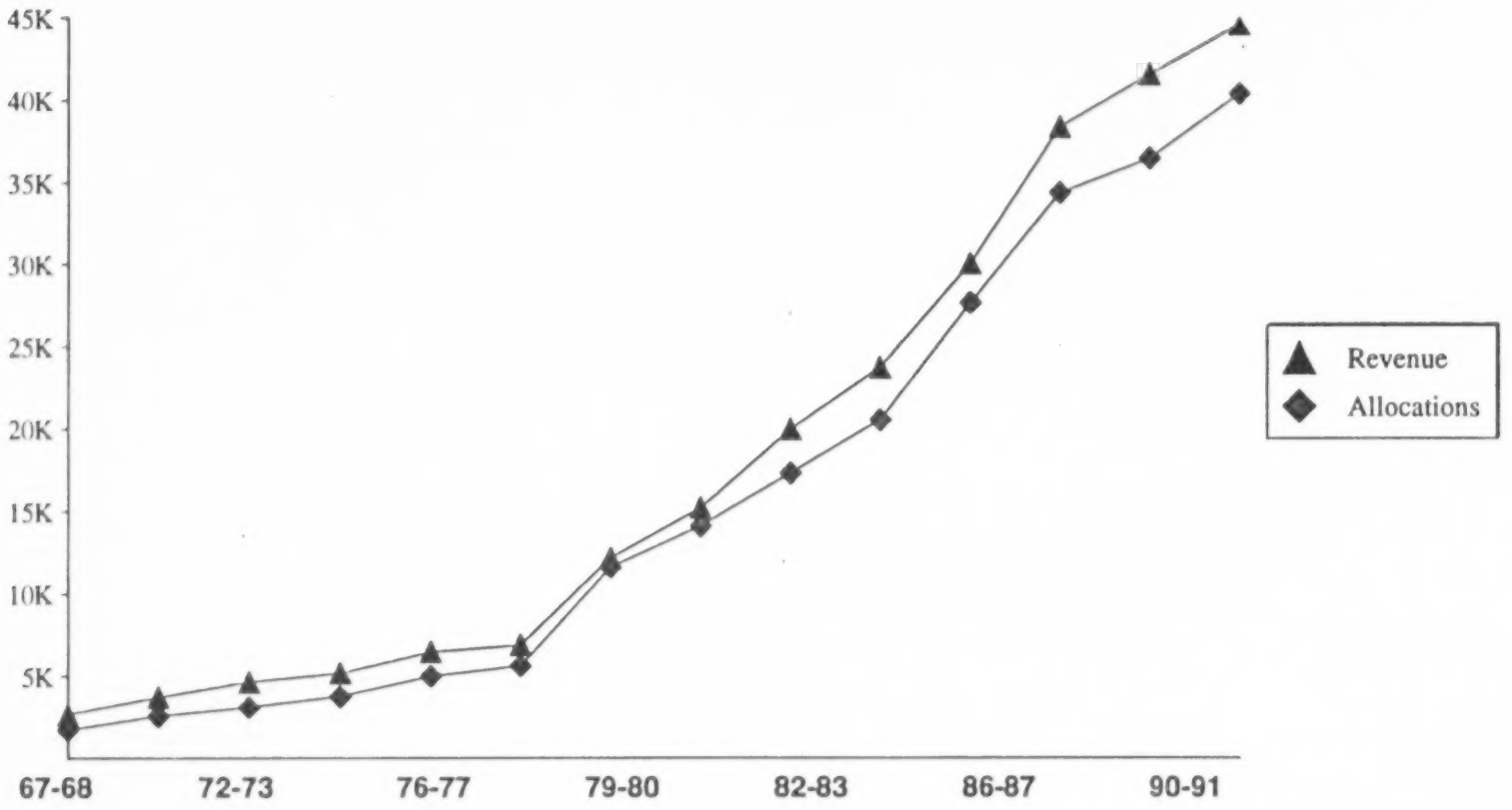

Figure 7 - UCSB Resource Allocations by Function (%), 1967-68 to 1992-93

	1967-68	1969-70	1972-73	1974-75	1977-78	1979-80	1981-82	1983-84	1986-87	1989-90	1991-92	1992-93
Research	11.1%	8.9%	10.0%	8.5%	10.5%	12.5%	12.3%	14.4%	14.9%	16.0%	16.7%	17.2%
Auxil.	5.7%	6.2%	6.6%	7.6%	7.0%	10.5%	11.6%	11.7%	11.8%	12.7%	12.6%	12.9%
R & A	**16.8%**	**15.2%**	**16.6%**	**16.1%**	**17.5%**	**23.0%**	**23.9%**	**26.1%**	**26.7%**	**28.7%**	**29.3%**	**30.1%**
I & R	**49.7%**	**50.0%**	**42.3%**	**40.4%**	**39.7%**	**35.4%**	**35.1%**	**33.0%**	**35.2%**	**33.7%**	**32.7%**	**31.8%**

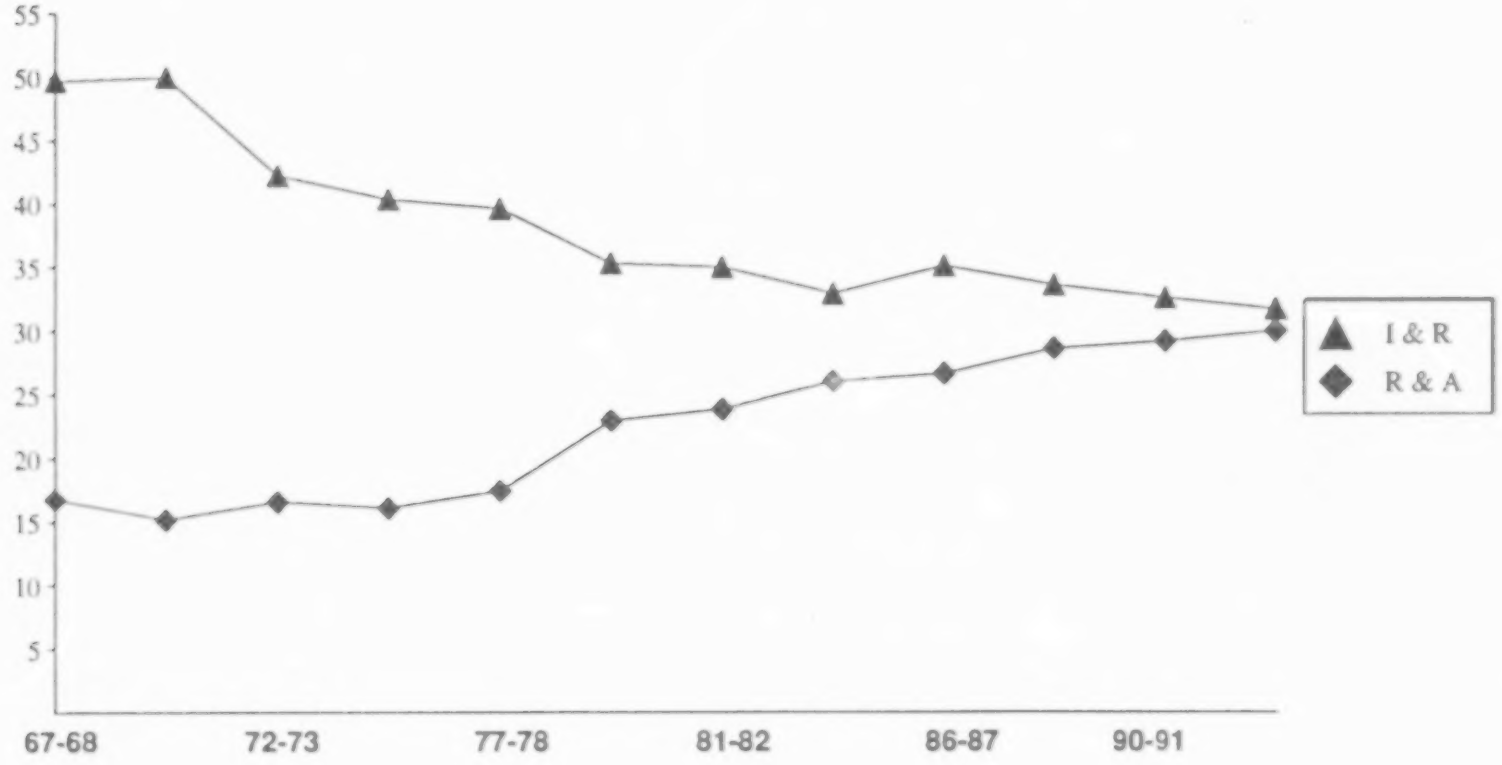

Figure 8 - Graduate School of Education Students: Dept. of Education and Office of Supervised Teaching, 1969-1991